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CAMPING MAGAZINE



FEATURING

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The Stars of the Camp Drama	C. S. Sherwood, III
The Rain Is Raining All Around	M. L. Northway
Fishing in the Camp Program	S. W. Kauffman
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1940 Convention	

Personnel Referral Service
Book Corner
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VOLUME XI

NUMBER 6

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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VOLUME XI

NUMBER 6

The Camping Magazine

JUNE, 1939

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LET'S TAN A HIDE

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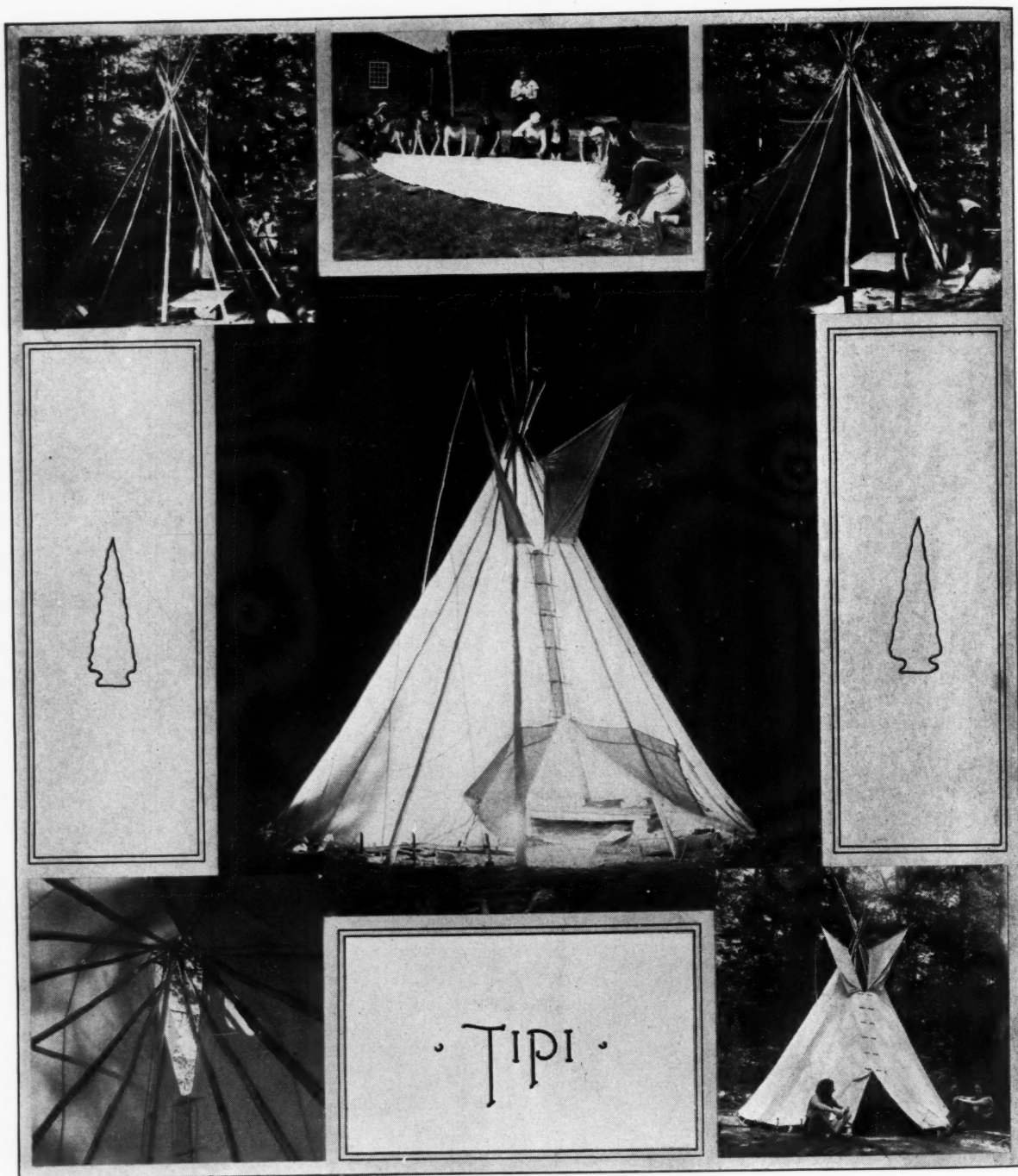
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Tipi Camping

By

W. M. HARLOW

ANYONE who has never tried living in a tipi has missed a camping experience which cannot be attained in any other type of tent. The American Plains Indian truly had the mostly beautiful, unique, and at the same time practical outdoor home of any nomadic people in the world. In what other kind of tent can you build a cozy fire (not a bon-fire, to be sure) for cooking, or evening warmth? A sixteen-foot tipi easily holds 15 or more youngsters for the story-telling hour, and what could be a more romantic setting than the lighted tipi like a great jack-o-lantern in the dark woods—the fire in the center, the blue smoke rising through the smoke hole, and the shadows dancing on the white canvas. In the day time when one lies on his back, and looks upward from any quarter, the converging poles give the peculiar impression that the smoke hole is directly overhead and that were it to rain, one would be deluged. But such is not the case; only a small area in front of the fireplace actually gets wet, and this is to a small extent when a fire is burning.

No one knows where the Indian got the design for his tipi, but some say that one day when he idly curled a leaf of the plains cottonwood between his fingers he noticed the cone-like shape produced. In any event Indian children still make play tipis in this way.

A word about the fire may not be out of place. Obviously, woods should be used which give few sparks, although by the time they rise to the top, most of them go out. Avoid wood from coniferous trees in general and especially from hemlock. Large hot sparks are given off by this wood and it is a poor choice under any circumstances. Use, rather, wood from such trees as beech, birch, maple, oak, ash, and hickory. Also, any wood used should be dry so that there will be a minimum of smoke, even though with the proper setting of the smoke flaps (the tipi should face away from the prevailing wind) the tipi does not fill with smoke, and the fire "draws" perfectly.

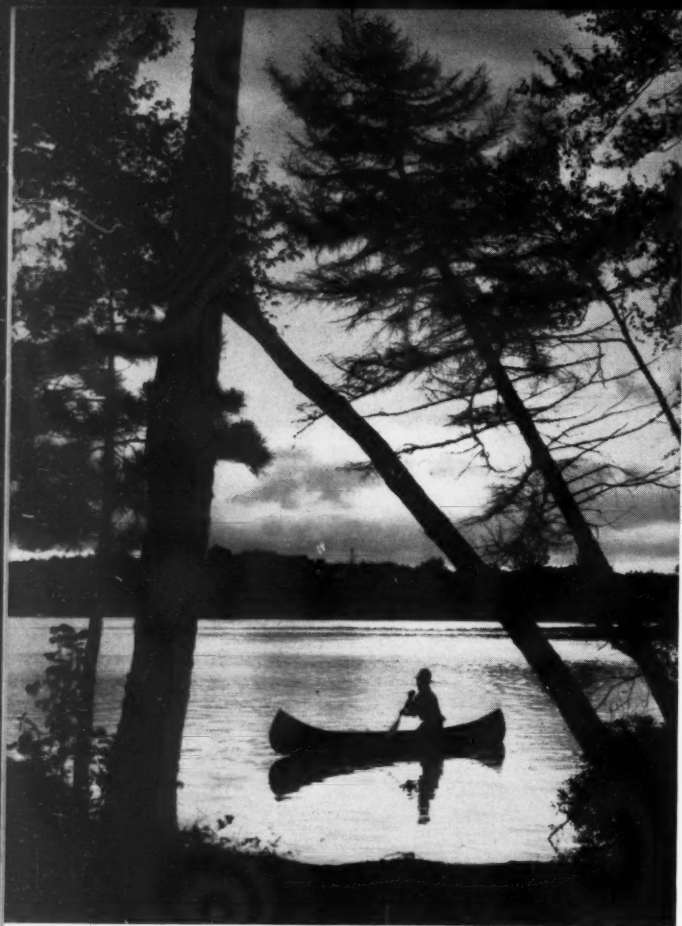
The problem of poles has prevented many from trying tipi camping. The Indians themselves made long treks into the mountains to secure slender poles from a tree which now bears the name lodgepole pine on this account. It takes considerable time and labor to find,

cut, trim and peel the 14 to 18 poles necessary. And they must be smooth, else the rain in running down them may drip off where a poorly trimmed branch sticks out. However, in a permanent camp, this makes a good project and it is not too laborious where a group of willing campers is available. Recently there have become available from golf-green maintenance supply houses 20 foot bamboo poles, and when cut to 14-15 feet, these seem to be suitable. However, because of their slimness, perhaps more than the usual number will be necessary. They are certainly worth trying if portability and lightness are essential.

To erect a tipi, three poles are lashed and set up as a tripod, the rope being long enough so that the free end may later be fastened to an anchor stake at the edge of the circle. The other poles are then laid in place in a somewhat interlocked fashion, leaving a place for the lifting pole at the back of the tipi circle. The tipi cover is spread out and the tie ropes attached to the pole (see illustration), after which the cover is rolled from both sides to the center. It is then lifted into place and unrolled around the outside of the already arranged poles. Slender sticks about the size of a pencil are used to pass through the "lacing holes" in front, and the ropes around the edge are staked down.

Although a new white canvas tipi has its charm, the urge soon comes to decorate it. Among the Indians tipi designs were family property and were handed down from one generation to the next. They were supposed to have mystical significance, were originally obtained in a supernatural manner, and anyone other than the rightful owner could not use them without dire results. The border designs were mainly symbolic of mountains and valleys, while the top was painted black to represent the night sky on which various arrangements of white circles represented constellations, such as the big dipper and the Pleiades.

Anyone wishing to try tipi construction and decoration can obtain a leaflet on the subject from The Girl Scouts, or such books as *The Book of Indian Crafts and Indian Lore*, by Julian Salomon, and *Two Little Savages* by Ernest Thompson Seton.



CAMERA CAMPERS

AND THE

CAMERA COUNSELOR

By

ELIZABETH G. LOOK

THE opportunities for teaching photography in the summer camp have been enlarged by the trend in youth education away from "busy work" toward hobbies which will grow with the child and coordinate his educational interests. Most large camps today find that the demand for photographic instruction is great enough to keep two staff members occupied, literally, day and night.

With the experience of two years as photography instructor in a large Girl Scout camp, I have found that these youngsters, ranging in age from ten to eighteen, are not only interested in taking pictures, but in achieving good pictures, and in understanding the reasons for their particular failures and successes.

The beginners, gathered in a shady spot on a cool morning, are eager to tell others their rules for good pictures: Stand still; keep your back to the sun; keep your subject still. . . . They quickly learn the parts of the tiny, inexpensive bakelite cameras which so many parents consider "good enough to learn with." (Incidentally, these miniature cameras are a satisfactory substitute for the pin-hole cameras we used to construct of card-board and tape.) Usually some camper has a set of pictures she has taken

—a criticism of them will suggest further elementary points: Hold the camera straight and still (the contortions of a ten-year-old holding





her breath to take a picture should be photographed some day); take only one picture at a time; do not expose undeveloped film to the light; see your whole subject in the finder, so that the person at the left of the group is not armless, nor the feet missing from the picture of the counselor."

With teen-age groups the aim of taking "the kind of picture you would like to hang over your fireplace" may be mentioned at the beginning, but with the youngest campers the reference to composition as a theory is confusing.



An incentive for them, toward interesting pictures, is the suggestion that snap-shots be taken to tell a story. The idea of photographing their friends when the subjects are not aware of it appeals to the ten-year-old sense of humor. Sample pictures, hung conspicuously, may demonstrate the value of shadows and so influence the youngsters toward taking snap-shots in the early morning or late afternoon.

In a group of ten, half a dozen types of cameras may be represented. If, by individual conversations outside the regular hobby hour, each



student learns the parts of her own camera, and how to insert and remove the film, interest may be heightened by the daily introduction of a new camera by its owner, and a discussion of the advantages and disadvantages of the model in question. The instructor must bear in mind the youngster's and the parent's point of view—she may be quoted when Mary is teasing for a new camera!

With the principles of the most elementary camera as a point of departure, the group is ready for the Brownie type. When the box-camera is taken apart they may recognize the shutter, but they must be shown exactly how the timing device functions and how the diaphragm works. They understand readily when the aperture is compared to a window shade which we pull up to the top for the most light on a dull day, half way down ordinarily, almost all the way down for less light on a glaring summer day. A walk on the beach in bright sunlight that discloses everyone squinting, helps ten-year-olds to realize that the smallest aperture is needed for pictures of the water pageant.

The mechanism of the finder is highly appreciated by the youngest and they may later be found tilting a mirror to demonstrate its theories to their tent-mates. Later discussion of various types of finders will help in the choice of a camera. Frequently the counselor is able to beg or borrow old Brownies from friends who have newer models, which she may loan to members of the group who do not have cameras of their own. In all but a few cases, parents who realize their girls have been taught the care of a camera will see that they have the use of one, however aged. Here the counselor must be doctor as well as instructor. Loose finders must be fastened, bent winders straightened, new spools inserted, red celluloid windows replaced. Once I removed a film which had been jammed five years before when the camera was discarded. Developing it disclosed, rather faintly, some very outmoded millinery indeed.

A camera counselor has a field for missionary work on visitors' afternoons. Receiving parents in her work-room, whether it be a discarded cabin called the "dark house," painted flat black inside, windows and all, and equipped with a kerosene safelight and an extra length of lead pipe suspended from the rafters like a trapeze on which to hang drying films, or a well-equipped laboratory, finds the grown-ups interested in posters showing the "best picture

of the week" taken by a camper. The youngest pupils enjoy mounting and labelling for the visitors the examples of mistakes they have recognized. On Sundays they enjoy answering the visitors' questions about the chart of the parts of a camera or comparing a roll of developed, unexposed film, developed light-exposed film, and a normal, thin, and over-exposed negative.

If, before the study of picture-taking progresses very far, the first roll each youngster has taken is developed, personal interest is heightened. A discussion of the results will bring out further common errors: the tree-growing-out-of-the-shoulder; the portrait in which the subject is ant-size in a dense wood; the portrait taken in front of a printed sign so that the printed matter comes to the attention first; the tipping of the camera upward so that the dining room walls seem about to cave inward; and the light-struck picture. Beginners must be told over and over to use a tripod or a firm substitute for successful time exposures. In a small group each youngster may be permitted to watch the development of her own roll. In a large group this is impossible, and when there is only one camera counselor in a camera-conscious camp the laboratory work must often be done at night, with the exception of course of demonstration periods.

Older girls who have had high-school chemistry may have learned about the developing process sufficiently to explain it, but this must be rehearsed in advance lest they create more confusion. In this step the advantage of two age groups is most obvious. The average ten-year-old cannot begin to understand the chemistry and physics of developing—watching the process temporarily satisfies her curiosity. The young camper's delight in seeing the print appear in the developer is compensation for having her underfoot.

Many older girls want information as to supplies needed, and desire to learn dark-room procedure, so that they may do their own finishing. The counselor's responsibility here is great, for an inadequately trained pupil who goes home and spoils the film her father took of his lodge picnic makes the camp, the counselor, and the pupil very unpopular. To the inexperienced, the timing-temperature method is most satisfactory to recommend. Free literature for home use, from leading photo-supply houses, gives the girls an authority for reference and often

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The Stars Of The Camp Drama

By

C. S. SHERWOOD, III

Camp Sequoyah

SWIM call sounded about midnight! Campers came tumbling out of cabins and as they made their way across the silvery valley, they pulled on warm clothing to guard against the coolness of a mountain night. Before long most of the campers had gathered on the athletic field where there was an excellent view of the moon as it rode above the ridge. But this was a different moon from the one the boys were used to—at least it looked different! Instead of the familiar silver ball there was a strange orb glowing in three shades—a thin crescent of white, a broad grey band, and a copper-colored sector. As these three zones slowly passed over the face of the moon the group stood in awed silence watching this beautiful sight. Then at the time of totality, when the entire face of the moon had taken on a coppery-red color, down from the mountain side, filling the entire valley, came the clear notes of a cornet blended into the melody of a beloved song. Far across the valley on Bald Knob the flickering light of a watchfire appeared, sending its greetings from a group of our fellow campers who had chosen to spend the night up there nearer than we to the moon. Such was the climax of one season's program of Star Lore. While we are not fortunate to have an eclipse of the moon every summer, it is possible to use other celestial events to climax the program. The August Meteors are the usual high spots of such programs and a previous article ("Meteor Counting Is Fun," by Lou Williams) in this magazine has described a program used in connection with this meteor shower.

It so happens that due to the lay-out of our camp, the eastern sector of the sky becomes the most familiar part to the boys, and the great triangle formed by Vega, Deneb and Altair has become closely linked in symbolism and ceremony with many of our camp activities. Hence great was the interest a few summers ago when a small comet crossed this section of the sky during the latter part of the camp season. It became a nightly ritual to look for the comet

and the next day to trace its path on the star charts in the Nature Den. In the Nature Den a large wall area is devoted to pictures, charts, news clippings and items of interest regarding the stars, and a group of good books and illustrated atlases are readily available for "stargazing" in the day time.

Several seasons we have taken a "star hike." This is a bit different from a night hike to other vantage points to obtain glimpses of constellations that are hidden by our hills. On the night hikes other phases of nature-lore may be successfully observed in addition to the stars. The early morning bird hikes, if begun early enough, may be used to give those interested a glimpse of the brilliant winter stars which cannot be seen in the early evening until several months later. Many of the boys look forward to the latter part of the season when they can arise at three in the morning and be introduced to the "Gems of the Winter Sky" while the rest of the world slumbers. But to return to the *star hikes*. The equipment for these hikes is a poncho, a blanket, a pillow and a pair of field glasses for each "hiker." The trail is that ancient highway of the Gods, the Milky Way. Beginning in the northeast, the sweep of the star road is closely followed till it disappears behind the mountains in the south. Using their field glasses and with their imaginations given full rein, by the time the "hike" is completed in the region of the Archer, enough creatures have been conjured up by the boys from the tiny star groups to supply council rings with characters for stories for the next decade.

Having become familiar with the large constellations, the boys turn their efforts to the creation of their own and each summer sees several additions to our "Camp-Created Constellations." The most famous one is "The Rooster" which was compounded from ingredients that remind one of a witch's recipe: the tail of a swan and a lizard's head; the robe of a queen and a prisoner's chain, and though you must use your imagination to obtain the in-

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The Rain Is Raining All Around

By

MARY L. NORTHWAY

University of Toronto

Editor's Note—This article forms part of a chapter in *A Camp Counselor's Map and Compass*—a manual to be published in the near future under the editorship of Dr. Northway.

RAINY days at camp can be "the best fun of all;" of course they require a spirit of adaptability and counselors whose camp equipment includes a pack of bright ideas. The secret of making rainy days fun lies in us controlling the rain and not allowing it to control us. That is, we must be able to get wet if we want to, and we must be smart enough to keep dry and like it. It is worthwhile getting one outfit damp on a long exhilarating walk over rainy hills, but it is silly to get all our clothes and possessions wet by being careless campers. Part of every counselor's duty is to see campers are dressed properly for the weather, that their tent or cabin is made water proof *before* the storm arrives, that any clothes which do get wet are dried as quickly as possible by a camp stove or fireplace and that campers do not choose an interval of a three-day rain to begin to do their laundry. Wellington boots have prevented more colds at camp than the dispensary and a counselor who can think of gay cheery things to do has forestalled more homesickness than the camp psychologist.

Rainy days should be considered boons and all sorts of special things should be done on them. Rainy mornings may well be made sleep-in mornings with camp breakfast an hour later, or breakfast parties around fireplaces may be arranged; for rainy days, above all days, are the ones when every fire in camp should be kept burning.

The rest of this article is really a list of things to do when it rains; it is not a complete list—but it contains suggestions which have been worked out satisfactorily in one camp.

Outdoor Activities

All outdoor activities need not stop just because there is a light summer rain; canoeing, swimming and hiking can be very pleasant. Fishing, especially if the fishermen believe

"they bite better in the rain," is fun. A bare-foot race through puddles and mud is invigorating in an interval of a three-day rain which has lasted for a week; it peeps up both circulation and spirits.

Indoor Activities

In spite of our pretense at hardiness, rain usually sends us *indoors*. Here there are a great many things to do which we would never otherwise find time to include.

Group Activities May Be Continued.—If it is raining at the end of a camp meal it is a great opportunity for the group to stay together and have some fun. This is the occasion for singing all the old songs and learning many new ones. Each table may make a request and song-leaders may be drawn like rabbits out of hats. Some counselors and campers have amusing or pathetic songs they can be induced to render as solos. Instrumental music may be added, or counselors who have done interesting things and who enjoy talking about them may tell their tales. An impromptu concert with the type of performance drawn from one box and the performer's name from another works well. Lost articles which have turned up in pound may be sold back for a profit.

One night when the rains descended we turned supper into an impromptu banquet with toasts to unlikely people and visiting speakers with fantastic topics. A "head table" was quickly devised and of course lots of candles were lighted to give a festive air. With younger campers, supper suddenly can become a 'birthday party' in honor of some camp character and party games with balloons, fancy caps and prizes will make a "perfect" evening until bed time. All these things can be done without preparation provided there are counselors with bright ideas, imagination and spontaneity. The "fancy caps" for instance may be all the hats from the property cupboard given out at random—the prizes may be lollypops or safety pins or whatever is available from the immediate surroundings.

Activities for Small Groups.—There are so many things small groups can do that all we can give here is a "little list." If possible the small group should be around a fireplace and, if it is the afternoon, this can be made a festive occasion by having tea. Tea may be cocoa and biscuits, or milk and candy—these little special attractions can make the whole day fun:

1. The group may read, silently or aloud from some favorite book or the stories may be acted. Stories may be told, or stories and poems composed.

2. Girls enjoy bringing their scrap-books, exchanging favorite quotations and poems. With paste, pens and ink provided, scrap-books may be brought up to date. Snapshot albums also can be fixed up and suitable legends inscribed.

3. Theory of camp activities may be learned. The physiology required for life-saving, rules essential for sailing races may be studied and discussed.

4. Knitting, sewing, making costumes or new curtains for the lodge are fun, especially if the gathering becomes a meeting of the Ladies Aid. Camp mending has to be done sometime and rain is made for getting socks darned. Puppets may be created or minor carpentry done.

5. Candy making and corn popping are very popular.

6. Charades or other games can be used.

7. Stunts for the evening can be practiced or original plays created. One of the funniest camp shows we ever had resulted from a group of ten-year-olds who, on a rainy afternoon, created a play which was produced for our benefit right after supper.

8. Parts of formal plays may be learned.

9. Tea-time talk may turn into a real discussion on education, politics, religion or literature.

10. One group enjoyed making a small model of the camp and working on it on rainy days.

11. Another group with great foresight used a rainy afternoon to begin place-cards for the banquet still some time away.

12. Good recorded music for groups that enjoy it, or singing part-songs or composing a new song and/or dance to be produced after supper make the rain stop all too soon.

13. And rainy days are made for playing games children have brought with them from home. They rejoice at the opportunity to use them.

14. Planning riding or canoe trips and working out menus is useful.

Regular Camp Activities.—Some activities as handicraft, carpentry, play-rehearsals, music practices, are excellent on rainy days. It is the job of the program director to fit in as much of these as possible when the weather keeps us in. But the counselor's cooperation is needed. In most camps all the children can not go to the *studio* at once just because they are kept in from riding and canoeing. Some fair adjustment must be made so all who wish can have a turn. Counselors who usually help with canoeing or tennis and who have an artistic ability may be welcome as helpers in the studio on rainy days. They will certainly be welcomed helping with costumes or scenery or lighting for *play rehearsals* and its accompanying arts.

Sailing and nature-lore have their indoor aspects. Sailors may learn knots; make a compass for the camp, or play indoor sailing races with toy boats on a course laid on the floor. Nature specimens may be rearranged and mounted, or labels or a new nature trail made.

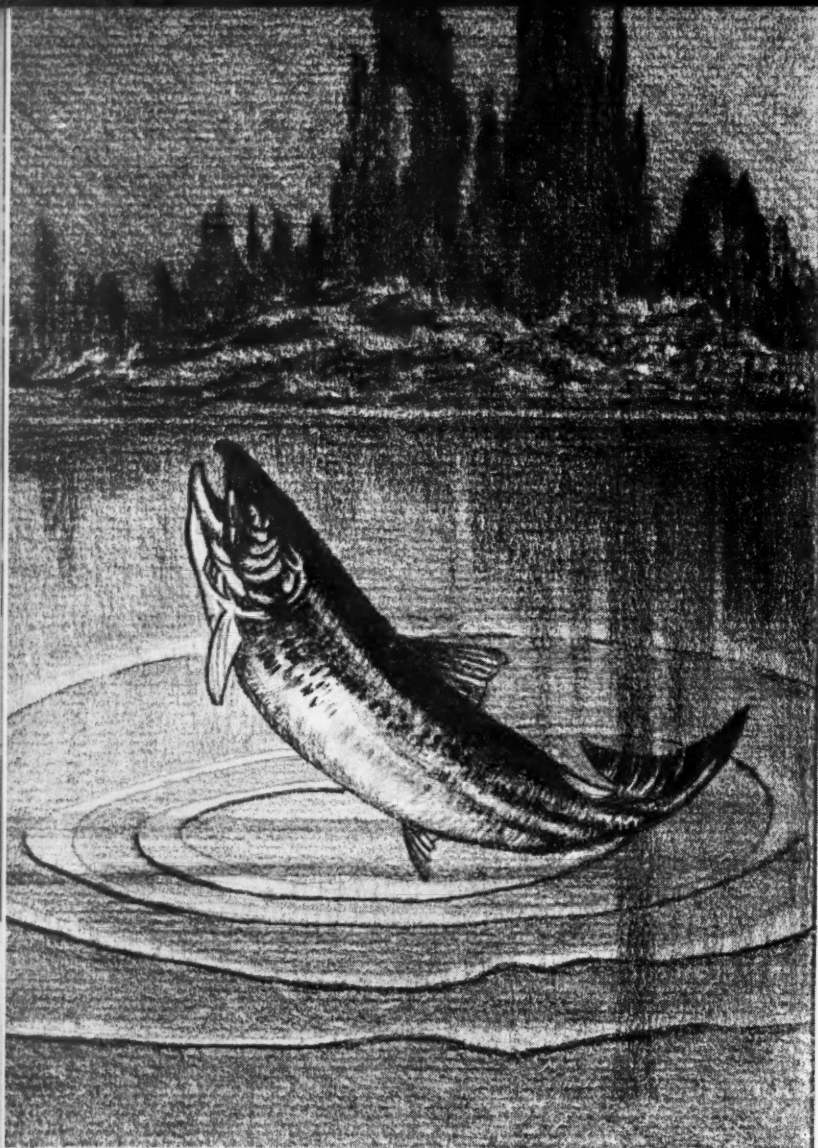
Practically all camp activities have some phases of them which may continue indoors and counselors should come to camp with that in mind. For instance canoeing may change into designing painted paddles, swimming may become land drill in camps where life saving is used and outdoor cooking may become a meal around an indoor fire.

Evening Activities

After an all-day rain campers are usually full of energy and enthusiasm and usually want to be noisy. We have found, therefore, a hearty, gay evening is usually the right thing. Games,* parties, folk dancing, square dancing or stunts in an amateur night are successful. A progressive table games' evening has been fun for seniors on occasion, but usually it is the more active program that is liked best. Rain seems to make us sociable. Every counselor should come prepared with a few ideas for this sort of occasion; one word of warning: Avoid "dress-up" parties, masquerades and things of that kind on a rainy night. Funny hats are great; a few handy costumes for actors splendid, but a "dress-up" for the whole camp results in muddy, bedraggled costumed campers.

* Games and parties suitable for such occasions can be found in any good book on the subject; see, for example, Bernard S. Mason and E. D. Mitchell, *Social Games for Recreation*.

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Courtesy, Outdoors

Fishing In The Camp Program

By

SIDNEY W. KAUFFMAN

Dept. of Physical Education,
Massachusetts State College;
Trips Counsellor, Camp Wigwam.

IF Johnny's father is a sportsman, interested in fishing, this matter of fishing equipment is easily solved. But in the majority of cases the purchase of tackle is left with mother, whose only choice is to accept selection made by the sporting goods clerk who, in many cases, has never fished himself.

The parents receive from the camp a printed form containing suggestions as to required and optional equipment to be brought to camp and what an ordeal to the parent when Johnny sees the words "fishing tackle"! He suggests the immediate need for it to make his camp experience more pleasant!

Johnny accompanies his mother to the store and immediately spies a marvelous \$150.00 salt-water rod which he feels would serve the purpose well. His arm is nearly yanked from its socket when his mother glances at the price tag. The clerk is informed that John is attending camp this summer and needs something in the line of fishing tackle. The clerk immediately knows all the answers and selects a com-

plete fishing kit at the price of \$15.95—without first learning whether Johnny intends to do his fishing in salt water or fresh.

We find this kit contains a 9½-foot telescope-rod (which is advertised as being suitable for either fly or bait casting), in reality being a cross between a frog spear and a buggy whip, and suitable for neither; a beautiful composition level-wind reel, 35 feet of black twine, 2 deadly looking triple gang-hooked plugs, 2 large varied colored flies (resembling feather dusters), three 4-oz. sinkers (for anchoring the boat in an emergency), and a package of assorted hooks. The purchase of this equipment is usually left to the last minute and in the rush to pack, Johnny has no opportunity to assemble his tackle until his arrival at camp.

In camps in which fishing is not an organized and supervised program, the first available free time that John has he decides to spend at fishing. The rod is removed from its gray cloth case and stretched to its maximum length. Invariably the reel will not fit the reel seat on

the rod and in an attempt to force a fit the reel falls to the ground and breaks.

Then the line is untangled, tied on the rod, and on the trailing end, the most deadly looking of the plugs is attached. Hooking bushes and limbs on his way to the waterfront the boy finally arrives at the dock and immediately proceeds to thrash all available water within a radius of his 35 feet of line.

After discouraging minutes of retrieving his lure from bushes and trees in the background (and possibly from his own person), he finally decides that there probably are no fish in the pond after all! Assembling his tangle of inadequate tackle, he returns to his bunk—throws the complete mass under his bed, removes his clothes, and lies down to read until the swim period is announced.

At the first note of the swim bugle he bounds from bed, to land on the bass plug which was left lying on the floor! He is carried to the infirmary, the plug is removed, anti-tetanus administered—and every minute of his indiscretion he vows he will never fish again!

Assuming that we plan to include fishing as one of our major camp activities the first task is to secure a *good* fishing counselor. Granted that he has the qualifications of character, personality, patience, understanding, and ability, he should be able to demonstrate at least fly and bait-casting technique and should be familiar with the creative aspect of fishing—the making of artificial lures.

To avoid the unfortunate case of Johnny, the camp should suggest on the camp's check list, a minimum of adequate tackle. This list should cover tackle necessary for the beginner, for we can assume that after being trained for the summer the camper will then be able to choose his additional tackle intelligently.

Camp-owned equipment should be available for the use of those campers who arrive at camp with poor equipment or none at all. This camp equipment should not be elaborate nor too expen-

sive and should include: four bait-casting rods and level winding reels; four good fly rods and fly lines, of suitable weight, and since the reel is of little importance in the fly fishing we'll do in camp, the cheapest ones possible which will hold the twenty-five or thirty yard mill ends, will serve the purpose well.

An important part of the organized fishing program should be a bulletin board reserved for fishing. On this should be posted the local fish and game laws, daily bag limit, the need and method of obtaining a state license, and a list of Camp Fishing Safety "Dont's."

Stressing safety is of paramount importance. *An untrained boy with a rod is as dangerous as one with a loaded rifle.* No camper should be allowed to have an assembled and baited rod on campus or in his cabin or tent.

The fishing program can be made more interesting if there are fish to be caught, but this is not essential as may be seen by the increasing

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A Study of Camp Accidents

Conducted by the Light for Life Foundation
in Cooperation with American Camping Association

Purpose.—In connection with the study being conducted by the Light for Life Foundation it was felt that some important data, pertaining to the specific problem of emergency lighting, might be obtained from the camping field. A preliminary survey indicated that there was practically no reliable information, on a wide basis, concerning camping accidents in the United States. Prompted by this fact, the Foundation requested the cooperation of the American Camping Association in undertaking a study of camping accidents during the summer of 1938.

Method.—The Foundation proposed that it set up a demonstration procedure for use by the American Camping Association in obtaining reports of accidents as they occurred and as a basis for the development of a continuous reporting system for the Association. The Foundation offered to prepare and furnish forms, to analyze the reports received, to prepare a summary of the 1938 experience, and to offer suggestions for the continuation of the accident study by the Association. As a part of the analysis, the Foundation hoped to obtain specific data in the field of emergency lighting and accordingly included pertinent questions on the forms.

Forms.—Two forms were prepared and printed by the Foundation and distributed by the Association.

The first or basic record form, a copy of which was sent to each camp with an appropriate letter, was designed in order to obtain fundamental data regarding the type of camp, its location, type of campers and directors, camping activities, etc. It was felt that this type of information was essential for proper correlation with actual accident data.

Second, an individual accident report form was developed, sufficient copies being furnished each camp for their use during the year. One copy of each report was sent to the Foundation, and one copy retained by the camp director. This report form contained questions

concerning the specific accident being reported. As neither the Association nor the Foundation were interested in the name of the individual camper, this data was not requested, but space was provided for a serial number. This report form contained in addition to other essential questions pertaining to accidents, a question intended to develop the degree to which the lack of light was a causation factor.

Basis of Study.—In analyzing the reports received an attempt was made to show, wherever possible, the basic cause of accidents in summer camps in a manner which could suggest preventive activities. With this objective the accident reports were analyzed item by item as well as by group items where relationships or comparisons would be expected to reveal pertinent information.

Limitations of Study.—During the analysis of the data and the preparation of this report, certain facts were noted which served as a definite limitation to the study but indicated additional types of data which should be developed in subsequent studies. These may be listed briefly as follows:

1. The lack of a definition of an "accident" for the purpose of the survey. It was noted that some camp directors reported apparently all injuries whereas others only reported the more serious ones. Accordingly, an accurate comparison of reports is difficult.

2. The lack of data on which relative exposure could be determined. For example, it was impossible to determine the average number of campers per week in a camp, either in totals or by age groups. For this reason, it was impossible to develop accident rates on either a frequency or severity basis, and it was necessary, therefore, to confine the analysis to actual number of accidents.

Basic Report Form.—During the study and analysis, only those basic report forms received from camps which subsequently reported accidents or indicated that no accidents had

(Continued on Page 31)

Riding Games For Camps

By

EVELYN JENNINGS

Instructor of Riding

Smith College

GAMES on horse-back, first of all, afford a great amount of fun and entertainment both for the participants and the audience. A gymkhana, which does not take practice or as much preparation and organization as a horse show, can be held early in the camp season. The program should include games suitable for the poor rider as well as for the good one. If possible, every rider, unless he is an absolute beginner, should be in at least one game. A program of an hour or so will give everyone present a good time and add to the popularity of riding in camp.

Besides the fun and entertainment furnished by a gymkhana, games played during a part of the regular ring class, are of value in improving a person's horsemanship. A rider who is timid, is almost always very stiff and tense. This is a decided detriment to his riding. A good rider must be relaxed. No matter how hard a timid pupil tries to relax, it is impossible for him to do so, because his mind is too much on the horse. If a rider of this type is given simple, easy games to play, he almost always relaxes because his mind is not so much on the horse as on what he, himself is doing.

Lack of determination and a slow and uncoordinated use of the hands and legs are common causes of poor control of a horse. By using games that require the rider to stop, start and turn the horse quickly, pupils will develop a quickness, determination and co-ordination in the use of the hands and legs when mounted. In addition to developing better control, games of this type also improve the rider's seat and balance.

Mounting and dismounting can be improved by playing games in which the rider must be continually getting on and off quickly.

While games are a definite asset in improving the rider's courage, seat, and control, they will not develop gentleness of the hands. In view of that fact, it is a good idea to spend part of the riding period in improving the gentleness of the hands.

Following are examples of a few simple games that can be easily used in a camp riding program:

1. *Egg and Spoon Contest.*—Each rider is given a tablespoon with an egg in the bowl of the spoon. The spoon must be held by the handle in the rider's right hand; all the reins are carried in the left hand. The egg must not be touched by the hands. The riders are requested by the instructor to make their horses trot, walk, canter, stop and turn. As soon as the egg drops from the spoon a rider is eliminated. The last person left is the winner.

2. *Cup and Water Contest.*—Each rider is given a cup filled with water which he holds in his right hand anyway that he wishes. The riders carry out whatever orders they receive from the instructor. At the end of three or five minutes the pupils stop and whoever has the most water in his cup wins.

3. *Doughnut Contest.*—Doughnuts are hung on a string from a rope or wire stretched across one end of the ring at a height that the riders can reach while mounted. The contestants are mounted behind the starting line at the opposite end of the ring. On the word "Go" they race to the doughnuts. They must eat a doughnut, whistle and then ride back to the starting line. The first rider finished is the winner. The doughnut must not be touched by the hands. If it drops on the ground, the rider must start eating a new doughnut.

4. *Musical Chairs.*—The riders trot around the edge of the ring. Stools, one less than the number of contestants, are placed in a line in the center of the ring. When the signal is given, the participants ride to a stool, dismount and sit on it. The rider without a stool is eliminated. The others mount again and a stool is removed from the line. This continues until only one person is left. A blast of a whistle is a good signal to use. If played by poor riders, it is better to have them dismount when the whistle blows, and lead their horses to the stools.

A variation which adds to the fun and eliminates the possibility of riders staying too close to the stools, is to have two signals. If one blast of the whistle blows the contestants ride directly to the stools. If two blasts of the whistle blow, the riders must touch the fence before they may go to the stools.

5. *Musical Stalls.*—This is played the same way

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Favorite Campfire Recipes

Eugenia Parker

Janet McKellar

Barbara Ellen Joy

Francis Morse

Stuart Thompson

Charles W. Smith

Lorne W. Barclay

Here are the favorite campfire recipes of seven prominent campers who have cooked many and many a tasty wilderness meal far off the beaten trail and whose names have long been associated with the best of campcraft and trail lore.

Try these out this summer and add them to your own list of favorite dishes for the trail:

EUGENIA PARKER—

Salmon Chowder and Gingerbread

Menu:

Salmon chowder
Pickles
Crackers or bread and butter
Cabbage salad
Gingerbread
Apple sauce

Recipes:

Salmon Chowder

Fry 2 or 3 slices bacon in pot; take out bacon, save fat to
Fry 3 onions
Add 6 diced potatoes
Cover with water, and cook till tender, then
Add 1 large can red salmon (remove skin)
Add 1 qt. milk (fresh or canned) bring to boil
Season with salt and pepper and serve.

Gingerbread

$\frac{1}{2}$ cup sugar
 $\frac{1}{2}$ cup molasses
 $\frac{1}{2}$ cup hot water
1 egg
1 teaspoon soda
 $\frac{1}{2}$ cup shortening (butter and lard mixed)
pinch of ginger
 $1\frac{1}{4}$ cup flour
Takes 30 to 40 minutes to bake in the reflector oven—medium heat.

JANET McKELLAR—

Venetian Egg and Mock Angel Food

Menu:

Tomato juice
Venetian egg
Mock Angel Food with fruit
Hot chocolate

Equipment for Six:

12 sturdy paper cups

2 kettles—may be improvised by wiring handle to No. 10 can.

Hanging crane (for 2 kettles, or 2 cranes).

Pothooks—at least 2.

6 green sticks for toasting—may be prepared at campsite.

Recipes:

Venetian Egg

2 quarts canned tomatoes or
2 No. 3 cans tomatoes (without juice)
2 medium sized onions
1 lb. American cheese
2 eggs (may be omitted)
1 cup cracker crumbs
 $\frac{1}{4}$ lb. bacon
Salt and pepper

Dice bacon and onions and fry until brown. Add tomatoes and crumbs, and cook until mixture thickens. Break up the cheese and add, stirring until it melts. Remove from the fire and add well-beaten eggs and stir briskly before using. (If eggs are omitted, you'd better call this Venetian Onions.)

Mock Angel Food

Cut thick bread slices, remove crusts (dice these and put in main dish instead of cracker crumbs). Cut slice again in about three strips each. Dip in condensed milk, the thick sweetened kind, and sprinkle with cocoanut. Toast until a light brown and serve with an orange, apple, stewed or dried fruit.

BARBARA ELLEN JOY—

A Sunday Dinner

Menu:

Mushroom soup
Baked ham
Sweet potatoes
Canned tomatoes
Shredded cabbage and chopped cucumber salad with tart French dressing
Rye-crisp and butter
Chocolate pudding (prepared variety)
Vanilla wafers
Hot tea or cold punch

Recipes:

Baked Ham and Sweet Potatoes

Place in reflector-oven pan suitably sized

portion of Wilson's Tender-maid boned, partially-cooked ham, allowing $\frac{1}{2}$ lb. per person. Rub generously with brown sugar and peg with cloves. Allow 15 minutes baking per pound. In remainder of pan place canned sweet potatoes, dotted with butter and also sprinkled generously with brown sugar. Add small amounts of water from time to time as baking continues, so that the meat will not become too dry and that there will be a tasty sauce. Raisins may be mixed with potatoes if desired.

Mushroom Soup

Make from Knorr's excellent soup powder. Follow directions on can.

FRANCES MORSE—

Campfire Stew and Chocolate Drops

Menu:

Campfire stew
Baked potatoes in tin can
Carrot sticks
Chocolate drops

Recipes:

Campfire Stew

Frying pan
Spoon
Knife
2 pounds hamburger steak
Salt and pepper
4 teaspoons fat
Large onion
2 cans *concentrated* vegetable soup (or 4 cans from which the water is drained)

Form hamburger into little round cakes, salt and pepper; put fat into heated frying pan; cut onion small, fry lightly until yellow. Brown meat balls with onion, turning several times, and seasoning again. Add vegetable soup (drain off any extra fat), and enough water to prevent burning. Cover; cook slowly until meat balls are cooked through.

Chocolate Drops

Kettle
Small sticks
Pieces of waxed paper
1 cup sugar
2 tablespoons cocoa
 $\frac{1}{2}$ cup milk
20 marshmallows

Make a fudge of the sugar, cocoa, and milk, cooking until it forms a ball in water, stirring with a clean stick to keep from sticking. Take from fire; one at a time dip marshmallows, on ends of sticks, into the fudge until they are coated with it. Twist in air, holding over waxed paper or napkin in hand, to catch drips, and eat when cool. The first round will be thinly

coated; the next will be coated with thick candy.

STUART THOMPSON—

A Graham Flapjack Breakfast

I am reminded of Jack Meiner's statement regarding three meals a day on the farm—"cornmeal, oatmeal, and miss a meal." However, after plain oatmeal porridge for breakfast (one cup of oatmeal plus two of water), I don't know of anything I enjoy more than graham-flour flapjacks. I first had these on Lake Nipissing in 1904. They are made thus:

Blend together equal parts of white flour and graham flour, and add a pinch of baking powder and salt. Mix to a stiff batter and fry in butter or lard until one side bubbles, then flip over and fry on reverse side until brown. They are eaten thus: Sprinkle brown sugar on thick, then roll up like a jelly roll and eat in fingers from one end. The outside tastes like a flapjack, but inside like hot graham-flour porridge with sugar. They can also be eaten flat on a plate with syrup but we seldom take syrup.

Campfire Fish

First catch a large salmon trout! Clean and cut crosswise into steaks about one-inch thick. Arrange on a wire grid, salt well, and lay over a hot coal fire (maple and beech are best—pine and cedar die down too soon). When the upper side becomes white, turn over and the lower side will be found brown. Rub butter over the brown side and leave over the coals until finished. Then eat right off the grill with the fingers. This method saves frying pan, plates, knives and forks, and no sh tastes more wholesome—I've paid for lots worse in good hotels.

CHARLES W. SMITH—

A Meal Under the Sod

Menu:

Baked ham
Potatoes
Brown Betty

Recipes:

Baked Ham and Potatoes

Place sliced raw ham in a covered baking dish, and then fill the dish with raw potatoes sliced very thin. Sprinkle generously with flour and season with pepper. (Do not salt; there will be sufficient salt in the ham to season the potatoes). Pour in enough milk to just cover the potatoes and dot with butter on the top.

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Famous Days of the Camping Season

June

21. Daniel Carter Beard born, 1850.
22. Summer begins.
24. Henry Ward Beecher born, 1813.
Cabot discovered North America, 1497.
25. Sitting Bull defeated Custer at Big Horn, Montana, 1876.
26. First United States troops reached France, 1917.
27. Helen Keller born, 1880.
28. Children's Day.
John Wesley born, 1703.

July

1. Dominion Day in Canada.
Start of Battle of Gettysburg, 1863.
Full moon.
- 1 to 3. Battle of Gettysburg, 1863.
4. Independence Day, 1776.
Nathaniel Hawthorn born, 1804.
Giuseppe Garibaldi born, 1807.
Calvin Coolidge born, 1872.
5. P. T. Barnum born, 1810.
British raided New Haven, 1799.
Independence Day in Venezuela, 1811.
6. John Paul Jones born, 1747.
8. Washington, D.C. chosen capital, 1792.
9. Independence Day in Argentina, 1816.
12. Julius Caesar born, B.C. 100.
Orangemen's Day in Canada (Battle of the Boyne).
13. Napoleon surrendered, 1815.
14. Bastille Day in France.
15. Battle of Chateau-Thierry started, 1918.
16. New moon.
21. Battle of Bull Run, 1861.
22. Pilgrims leave for America, 1620.
Gregor Johann Mendel born, 1822.
24. Planet Mars changes from "Evening Star" to "Morning Star."
Full moon.
26. Bernard Shaw born, 1856.
28. Independence Day in Peru, 1921.
29. Benito Mussolini born, 1883.
30. Henry Ford born, 1863.
31. Lafayette arrived from France, 1779.
Full moon.

August

1. Beginning of World War, 1914.

2. Germany invaded Belgium, 1914.
3. Columbus began first voyage, 1492.
5. First Atlantic Cable laid, United States to England, 1858.
6. Alfred Tennyson born, 1809.
8. First locomotive run in United States, 1829.
General N. A. Miles, Indian fighter, born, 1839.
9. Isaac Walton born, 1593.
10. Herbert Hoover born, 1874.
11. Fulton's Steamboat launched, 1807.
Gold rush to Klondike, 1897.
Constitution Day in Germany, 1919.
Metacomet (King Phillip) Wampanoag chief, died, 1676.
13. Cortez took Mexico, 1521.
14. Ernest Thompson Seton born, 1860.
New moon.
15. Panama Canal opened, 1914.
Ethel Barrymore born, 1879.
Sir Walter Scott born, 1771.
Napoleon Bonaparte born, 1769.
16. Chato, famous Apache warrior, died, 1934, age 90.
Alonzo A. Stagg born, 1862.
17. David Crockett born, 1786.
First Cable Message sent across Atlantic, 1858.
20. Planet Jupiter changes from "Morning Star" to "Evening Star."
23. First Transatlantic steamer launched, 1818.
25. Geromino agreed to surrender to General Miles, 1886.
28. Goethe born, 1749.
29. Oliver Wendell Holmes born, 1809.
Full moon.

September

1. Japanese earthquake, 1923.
3. Revolutionary War treaty signed, 1783.
4. Hudson River discovered, 1609.
5. Labor Day, 1757.
6. McKinley assassinated, 1901.
LaFayette Day, 1757.
7. Crazy Horse, great Sioux chief, murdered, 1877.
First Settlement started at Boston, 1630.
10. Perry's Lake Erie victory, 1813.
11. Battle of Lake Champlain, 1814.
13. General John J. Pershing born, 1860.
New moon.
14. Star Spangled Banner written, 1814.

Graduate Study In A Summer Camp

By

WILBUR D. WEST

Wittenberg College

DURING the summer of 1938 the University of Michigan Summer Session first offered the opportunity for graduate students to secure experience as counselors in The University of Michigan Fresh Air Camp for Boys and at the same time pursue academic courses leading to advanced degrees. As an experiment, the University listed a course in the Principles of Guidance and Adjustment which dealt with the personal, educational and vocational guidance of youth and a course in Sociology entitled Interactive Behavior and Social Processes of Personality Organization. The latter course considered such problems as leadership, rivalry, grouping and group organization, prestige, and social conflict.

Forty men, of whom eighty per cent were graduate students, were selected from over one hundred and fifty applications. During the first season the men were required to take the two courses, for which they received six semester hours of graduate credit. They spent approximately half of their time in preparation of the work required by the courses and the remaining time participating in the camping program. Two men alternated as counselors for a cabin of boys. The camp provided tuition and living expenses, including board and sleeping accommodations, in return for the services of the students as counselors. Free medical service was provided by the University of Michigan Health Service.

This novel educational experiment provided opportunity for creative expression, functional participation, group thinking and cooperation in the planning of programs, and sharing in the general administration of the camp. The camp situation was used for the application and generalization of methods and findings so that the student could integrate educational theory with its professional practice. The student attempted to assimilate sociological concepts in

terms of directed experience in camp life. The University of Michigan Fresh Air Camp for Boys was the laboratory.

The Camp has been operating for the past eighteen years, serving during this period over 6,000 boys from families of limited means in metropolitan Detroit. The campers are selected by various social agencies and schools and attend camp as two groups of 125 for periods of four weeks each. The policy of having each boy in camp for a period of four weeks makes it possible to understand the needs of the individual, and subsequently to establish a more adequate program in the camp and recommend to cooperating agencies further diagnosis and treatment. The 125 normal to superior boys arranged in natural groupings in an isolated camp situation become excellent laboratory material for educational and sociological research.

In addition to the regular course work presented by the two members of the University Summer Session, Dr. West and Mr. Marshall Levy, special lecturers were invited to speak to the group at different times during the summer. These lecturers were such outstanding leaders in the fields of Camping, Health and Physical Education, Education and Sociology as: Dr. Bernard S. Mason, Program Director of Camp Fairwood, Michigan and Editor of *The Camping Magazine*; Dr. Elmer D. Mitchell, Associate Professor of Physical Education and Director of Intramural Sports at the University of Michigan and Editor of the *Journal of Health and Physical Education*; Dr. Willard C. Olson of the University of Michigan School of Education, an outstanding leader in research work with longitudinal growth studies of children; Dr. Lowell J. Carr of the University of Michigan Department of Sociology, a prominent contributor to the field of social work

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VOYAGEURS

Canoe Trips on the St. Croix*

By

CAROLYN C. DUKE

Director, New Haven, Conn.,
Girl Scout Camp

and

R. ALICE DROUGHT

* Based upon a series of canoe trips taken from Camp Lakamaga, the St. Paul Girl Scout Camp.

easy, Camp Wigwasati, Northern Ontario

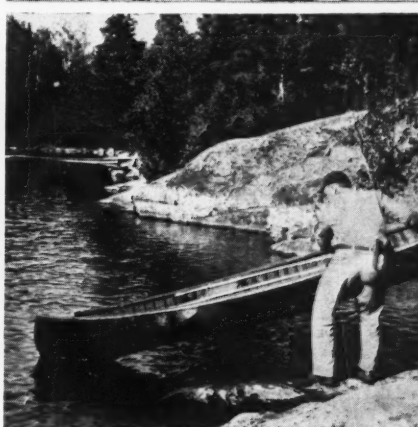
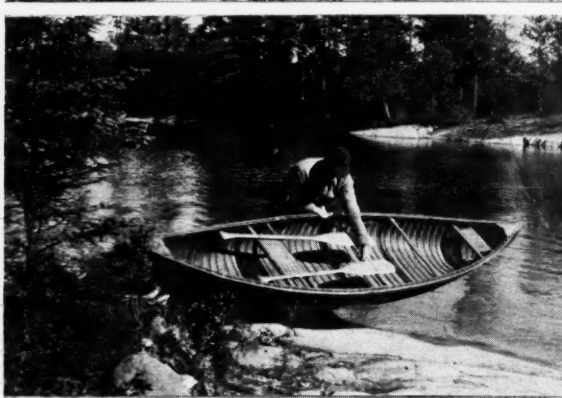


THE trip logs begin with accounts of transporting canoes from Camp Lakamaga on Big Marine Lake to the St. Croix River at Marine, Minnesota, from where the trips always started. But the logs begin a third of the way through the story, as intensive planning and preparation were a part of each voyage, and preceded the trips by many days and weeks.

Prerequisites and adequate qualifications should, of course, be set up and adhered to before any canoe trip is launched. The prerequisites for the camper should include not only previous experience in swimming, canoeing, and living in camp, but experience in campcraft and woodcraft as well. For an overnight tripper will have to know how to roll his pack, how to pitch a tent, how to use a knife and an axe, how to lash, how to build a latrine, how to build fires and cook out, how to take care of food. Knowledge of these things cannot be taken for granted; it must be taught, practiced, and demonstrated.

The camper who would take a canoe trip should be an advanced swimmer with some knowledge of canoeing. The canoe test** (required for trip participation) may well include the following:

** Used at Camp Lakamaga.



1. Cut-back stroke
2. Draw stroke
3. Stepping out

4. Landing after lashing paddles
5. The swing-up to rest on thighs
6. Shifting position of hands

Courtesy, Camp Wigwasati, Northern C

7. The roll-over
8. The portage
9. Launching

1. Fall out of a canoe in deep water and climb in without tipping over the canoe.
 2. Swamp a canoe in deep water, right it and climb in. Then hand paddle to shore.
 4. Demonstrate the following bow strokes: straight ahead, backing, sweep, draw, bow-rudder.
 4. Demonstrate the following stern strokes: the J, stern-steering, banking.
 5. Know the correct way to launch and beach a canoe, and how to make emergency repairs.
- Physical fitness for a canoe trip is just as necessary as the ability to swim and to paddle. Prospective trippers should be checked for physical fitness by the camp doctor or nurse the day the trip starts. This is just a common sense precaution.
- Regarding the group as a whole, an homogeneous age group is best in order that skills and strength may be well matched. A wise

leader will know his trippers before taking them out. He will know on whom he can depend, who is apt to tire easily, who is apt to fall down on the job and at what points this is most likely to happen. Trip preparation for the trip leader then includes actual contact with the campers, living, working, and playing with them and actually getting to know them, their respective strengths, weaknesses, and temperaments. For this reason it is usually inadvisable to have a special counselor who just takes trips out of camp without doing some actual camp living with his group before starting out.

Planning and preparation for the trip itself should include a consideration of trip objectives, destination, distance to be covered per day, equipment, menus and food, and methods of packing duffel and equipment. Each individual group will formulate its own itinerary;

perhaps it's to go through a chain of lakes; perhaps it's for practice in preparation for a longer trip; it may be for a photographic expedition, or it may be purely for fun. Destination may be determined by objectives, while the distances to be covered each day may depend upon whether the group is going upstream or down, or the strength and experience of the group in handling canoes.

A general equipment list for a canoe trip might include pup tents, extra ponchos (to cover food), axe, shovel, lanterns, such dishes and utensils as will be necessary, extra rope and twine, canoe repair kit (containing plenty of amertan or other sunburn remedy), map and compass, waterproof match-box and matches, pail or bucket, water carriers and halazone tablets if necessary. This list includes only general equipment and does not touch upon personal equipment, food supplies or equipment connected with the food.

Menus will vary with the group, but weight of food must be considered. Too much canned food cannot be taken because of its weight. Powdered and concentrated foods are best. Staples like sugar, flour and cocoa travel best if packed in bags that have been soaked in paraffin. As a general rule the mid-day meal should be light and easy to prepare, with a heavier meal at night. Menus and food quantities may be planned by the campers themselves, and checked by the trip counselors or the dietitian. Likewise it is good experience for the campers to pack the food themselves. Much of the food, with the exception of that which is perishable, may be packed the day before the trip gets under way.

A thoroughly satisfactory method of packing food for a canoe trip is to use egg crates fitted out with half-inch manilla-rope handles. These are more satisfactory than pack baskets because they are lower and keep the weight below the gunwales of the canoe. These egg crate carriers fit either just behind the bow thwart, or in front of the stern thwart. If care is taken to pack both sides of the crate with an equal weight, the canoe will be well balanced. A 16- or 18-foot guide-model canoe should carry one food box, three blanket rolls, and three campers (or two campers and a counselor). The third person is a passenger rather than a paddler; this makes it possible to change paddlers and keeps them from becoming too tired, especially

on an upstream course. An extra paddle should be included in each canoe—in fact, each of the campers and counselors should have his own paddle. It is a good idea to sandpaper the handle of each paddle before the trip to be sure it is smooth, for any roughness may cause blisters.

Since weight is so important a consideration on a canoe trip, it is well to limit each camper to a pack of a prescribed weight and size. Personal equipment—aside from blankets, bathing suit, light weight rain coat, changes of socks, shoes, and underwear, etc., should provide adequate protection against the sun. Each camper's equipment should include a long-sleeved shirt or sweat-shirt, slacks or something that will cover the legs, a light weight sun hat and sun glasses to protect the eyes against the glare of the sun. Reflected on the water, the sun seems to have a more intense burning power than when shining down on fields or woods.

In cold or rainy weather woolen clothes are the most satisfactory. For footwear, light weight shoes or moccasins are best.

Many camps find it necessary to transport canoes from camp to the point of embarkation. The easiest way of transporting them is to use a two-wheel trailer that holds four canoes. The canoes should be firmly roped in place and padded with burlap to prevent rubbing.

With thorough preparation there can be no end of fun to a canoe trip; with insufficient preparation there can be no end of grief. Though it may seem to take considerable time to build up to the trip itself, it is well worth the time and effort. In a short-term camp the swimming and canoeing practice as well as the practice of campcraft skills may have to be intensive and concentrated; in a long-term camp it may be spread over a longer period.

Regardless of the amount of time spent in preparation, the trip itself should seem to be leisurely if it is to be enjoyed to the full. An early morning start, with over half the day's distance covered by noon is recommended. Early morning is cooler than mid-day or early afternoon, and the campers are fresher in the early hours of the day. A light lunch at noon in some shady spot should be followed by a rest hour. The afternoon paddle may be fairly short, as three-thirty or four o'clock is time to look for an overnight camping place and to pitch camp.

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The American Camping Association Announces

Its

1940 Convention

at

Asilomar, California

January 25, 26, 27, 1940

Convention Chairman: Harold Wagner,
Y.M.C.A., Los Angeles and San Francisco

Our Host: The Pacific Camping Association

Asilomar: The delight of Asilomar, as well as all the Monterey Coast, lies in its odd combination of forest and seashore. Practically isolated, yet readily accessible by train and car, Asilomar has been the convention site of the Pacific Camping Association for the past three years. In its "campy" environment on the Pacific Ocean, Asilomar will prove an ideal location for the 1940 convention of the American Camping Association. It is located one hundred and twenty-five miles south of San Francisco. Attractive and reasonable accommodations are available for eight hundred delegates.

American Camping Association

330 South State Street

Ann Arbor, Michigan

Editorial

The Accident Study of the Light for Life Foundation

THE accident bugaboo is forever with us. It is the constant, unending worry of camp directors. Parents, normally more concerned over the health and safety of their children than over their own welfare, place their children trustingly in the director's hands, with full confidence in his judgment and discretion. This trust is sobering to the director, and leads to the taking of every possible precaution. Normally and without special safeguards, camp seems to be a much safer place than the city, yet still there are too many accidents each summer, mishaps that rob children of the joy of camping, bring grief to parents, and anxiety to the director.

The difficulty has been, and still is, a lack of specific information as to the types of accidents that tend to occur in camp, the age groups most affected, the time of day when most accidents occur, the activities that carry the greatest hazards, and the conditions under which most of the accidents take place. This is information badly needed—preventive measures cannot be adequately set up or intelligently administered without it.

The study conceived and sponsored last summer by the *Light for Life Foundation* in cooperation with the American Camping Association, the results of which are set forth in abbreviated form elsewhere in this issue, marks the beginning in the securing of this vital information. The Light for Life Foundation is to be congratulated. All camp directors find themselves indebted to this far-sighted organization.

But the facts as accumulated thus far are at best feeble and limited, the sampling small. *The study must be continued.* The Light for Life Foundation has pointed the way, established the research technique—now it remains for the American Camping Association to complete the journey and see to it that a significant study becomes a reality. Let us hope that, as a constructive and purposeful organization for the betterment of camping, we may find ourselves in position to accept this opportunity.

Political Refugees

A rare opportunity presents itself to the camp directors of America through the commendable efforts of the American Camping Association's Committee for Refugee Children.

Fine, upstanding boys and girls, Protestant, Catholic, and Jewish, political refugees all—speaking good English, possessed of refinement, the children of professional parents—are in this country seeking adjustment to the ways of the boys and girls in a new world that is to be their home. Where else could they hope to take on American ways, learn the customs of American youth so rapidly and so wholesomely as in the happy environment of an organized camp? They seek the opportunity, awaiting only the invitation.

It seems that every camp should contribute to a charitable or philanthropic enterprise of some sort. The entertaining of one or two of these refugee children would serve as an excellent exemplary move on the part of the management of any camp.

But be it known that *the camp may anticipate as much benefit as the child* who seeks adjustment in a new land. Bringing a new point of view, representing a somewhat different culture, foreign campers have made outstanding contributions to social education in many progressive camps in the past. These refugee children will do likewise. Toward the end of broadening horizons, of learning what other peoples are like, what more ideal method could be devised than living intimately with refined representatives of foreign nations, particularly those of our own age. As a means to a cosmopolitan point of view, to a broad and sympathetic understanding, to sound international good will, here is an opportunity for our campers that has few equals.

Fortunate indeed will be the political-refugee child who becomes a camper in a good American camp. Equally fortunate will be the American campers in that camp.

Voyageurs

(Continued from Page 20)

The care of canoes and paddles on the trip is most important. Canoes should be beached high enough at night so that a sudden storm or an unexpected rise in the river will not carry them away. They should be turned over with the open side away from the water. In case of a storm the canoes may often be used as shelter, and it is always wise to place a supply of firewood under a canoe at night, to keep it dry and ready for an early morning fire. Food boxes likewise may be stored underneath canoes, although if there are animals about some of the food may have to be slung from a tree in a pail or pack-basket.

The second or third day out the group may either break camp or not, depending upon further objectives of the trip. Sometimes camp may be left for fishing expeditions, or for explorations on land or water, and be all ready to come back to at the end of the day's adventures. "Staying put" for two nights rather than one—thereby eliminating the necessity for constant breaking and pitching of camp—may add to the sense of leisure which every trip should have. And it is fun to come back to a camping place that you have already set up.

It goes almost without saying that swimming is an essential part of almost any canoe trip. A dip after rest hour, or a swim before lunch or after pitching camp is most refreshing.

From the camper's point of view, one of the most important parts of the canoe trip (or of any trip away from camp) is the return to camp, the homecoming. For the trip has been no casual incident to the Voyageurs, and they do not want their adventures to be taken for granted. The camp director at the dock, or a welcoming committee on the waterfront or at the Lodge is psychologically important. No trip is complete or completely satisfying unless it has an appreciative and receptive audience to which to report adventures! (At Camp Lakamaga one of the stay-at-camp units used to roll up the tent flaps for the returning Voyageurs and put bouquets of flowers in their tents.)

What are the risks involved in canoe trips, and are trips worth the risk? The fact may as well be faced squarely that *all* aquatics are hazardous, but that the hazards may be minimized by training and experience, by a rigid system of qualifications and prerequisites, by forethought

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and caution. There is the danger of swamping a canoe or of striking a deadhead, particularly in foggy or rainy weather when visibility is poor. But as the canoeists' skills increase, the possibilities of accidents are lessened. By picking the best paddlers for swift currents and rapids, by picking the strongest paddlers for stern, the risks decrease. Some degree of sunburn and fatigue are probably inevitable, but not irreparable.

Are canoe trips then worth the risk? With proper precautions and adequate preparations they most assuredly and definitely *are* worth it, in terms of fun, adventure, comradeship, and resourcefulness.

Book



Corner

Woodcraft, Dr. Mason's Latest Book, Announced

The long-awaited *Woodcraft*, Dr. Bernard S. Mason's latest book, will be published the first of August, according to an announcement by A. S. Barnes and Company, publishers. The author has spent many years accumulating this material in the woods and among the Indians, and its publication is an event of major interest to all campers and outdoorsmen, regardless of age and experience. Its 24 chapters cover all phases of campcraft and woodcraft, set forth in picturesque fashion with over three-hundred illustrations. This Junior Literary Guild Book will be shipped in time for use in summer camps this summer. The price of the book has been kept down to \$2.75.

Talks to Counselors

By Hedley S. Dimock and Taylor Statten (New York: Association Press, 1939) 92 pages, paper, 50 cents.

Fifteen vivid, straight-from-the-shoulder talks to counselors constitute this outstandingly valuable book on what the camp counselor needs to know in order to work in the modern camp. The talks, as given by the authors at the Taylor Statten Camps, are practical first of all. They deal with the essential facts of guidance in the cabin, and of the learning processes in instructional groups. They help the counselor to understand his part in the creation of a healthful, growing experience.

This book should reach the hands of every counselor in America. Regardless of his experience he will find it altogether helpful for his own growth.

Suggestions for the Study of Group Work in the Field of Camping

Prepared by Committee on Local Study Groups (New York, 384 Fourth Ave.: National Association for the Study of Group Work, 1939) Mimeographed, paper, 25 cents.

This booklet offers suggestions to local study groups interested in the problems of camping. The suggestions cover eleven major areas of camping needing study and investigation. In addition to study groups it will be of value to all who are concerned with the training of leadership. In each problem, the situation is stated, underlying questions set forth, procedures suggested, and references presented.

Pottery Made Easy

By John Wolfe Dougherty (Milwaukee: Bruce Publishing Co., 1939) 179 pages, cloth, \$2.25

Contrary to the widespread idea that pottery is too difficult and too expensive for the average

camp and for the amateur craftsman, this book shows how artistic pieces can be turned out with a minimum of difficulty and with homemade equipment. The book is strictly on the level of the amateur and the beginner, giving clear descriptions of the methods, made doubly vivid by simple, easy-to-follow illustrations. It opens the way to a wide variety of projects. There are many interesting and illuminating photographs.

The New Archery—Hobby, Sport, Craft

By Paul H. Gordon (New York City: D. Appleton Century Co., 1939) 423 pages, \$3.50.

This significant addition to the literature on archery brings together in one volume all aspects of the sport, the craft of making the equipment as well as the technique of the sport itself. The first section deals with the history of archery and its use as a hobby, the next section with the technique of shooting, and the last of the book with the making of the equipment. The many illustrations help to make the text interesting and understandable, and of value to the beginner as well as the expert.

Adventure in Nature

By Betty Price (New York: National Recreation Association, 1939) 98 pages, paper, 60 cents.

An excellent little book of discovery and exploration that will help both children and adults to understand and appreciate the world of nature. Part I deals with the means for promoting nature interest and Part II with the subject matter of nature. The book is worthwhile for city recreational leaders as well as campers.

Fundamentals of Leathercraft

By Ross C. Cramlet (Milwaukee: Bruce Publishing Company, 1939) 63 pages, cloth, \$1.00.

A profusely illustrated little book setting forth clearly and simply, the fundamentals of working with and tooling leather, all on the plane of the beginner and presented in a way he will understand.

Learning to Sail; Learning to Race; Learning to Cruise; The Ship's Husband

By Harold A. Calahan (New York: The Macmillan Company. Prices respectively: \$2.50; \$2.50; \$2.50; \$3.00)

If you have a sailing program in your camp, this series of books on sailing by Calahan is indispensable. Written in clear and interesting style, the series will take one through a progression from the very elementary facts of sailing to an explanation of the most advanced techniques. Every sailing counselor will want these books and certainly your campers will profit by reading them.

Yours for a Song

Compiled by Janet E. Tobitt (New York, 430 West 119th St.: Janet E. Tobitt, 1939) 64 pages, paper, 25c. Quantities of 50 or more, 20c.

A collection of songs drawn from over twenty centuries, many of which have never been published in this country before. Most of the folk songs and art songs are simple enough to teach unaccompanied. The collection is ideal for camp use, containing the following sections: Folk Songs, Hymns and Carols, Art Songs, Rounds and Canons. It is altogether an interesting collection.

What Snake Is That?

By Roger Conant and William Bridges (New York: D. Appleton and Co. 1939) 163 pages, cloth, \$2.00.

A guide to the snakes east of the Rockies, of such simplicity that anyone can quickly identify any snake he encounters. The snakes are classified as to areas and this, together with the key, the illustrations, and the descriptions, brings the matter of description down to the level of the beginner in nature lore. In each case there is a brief description of the snake's habits, behavior and economic importance. Every way you look at it, it is a good book to have in camp.

Nature in Recreation

By Marguerite Ickis (New York, 70 Morning-side Drive: Marguerite Ickis, 1938) 79 pages, paper, mimeographed, \$1.00.

An absorbing book, literally jammed with practical, workable projects and ideas for making the nature program click in camp. It will help any nature counselor, however experienced, to add joy to the camp program and to develop an awareness of the living world about them. It is a small book as pages go but a very generous one in its wealth of ideas.

Real Living—A Health Workbook for Boys

By Ross L. Allen (New York: A. S. Barnes and Co., 1939) Vol. I, Junior High School, 106 pages; Vol. II, Senior High School, 68 pages, paper, \$.50 each volume.

A sound and scientific, yet vivid and entertaining presentation of the health information needed by boys, one volume designed as a text for Junior High Schools and the other for Senior. The books will also be extremely valuable to camp and club leaders called upon to talk to boys and to guide their growth.

A Marblehead Model Sailing Yacht

By Claude W. Horst (Milwaukee: Bruce Publishing Co., 1939) 39 pages, paper, 50 cents.

Complete directions and full-size station templates for building a fifty-inch sailing yacht with a sail area of 800 square inches. There is also a section on sailing technique.

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See Page 21

Seen and Heard

No Camp Seminar at George Williams This Spring

There will not be a camp seminar at George Williams College this spring according to an announcement made recently by Hedley S. Dimock. The seminar will be continued in 1940 and plans to that end will be formulated during the next two or three months.

Gertrude Tuttle of Pinewood Retires

Gertrude Tuttle, a life-long camp director of prominence in the profession, announced her retirement from active work this winter. Her Camp Pinewood on Burt Lake, in Northern Michigan, well-known as a girls' camp of high standards, closed its gates last autumn after twenty-four successful years of service. Miss Tuttle has turned over her good will to Mrs. M. F. Eder of Four-Way Lodge on Torch Lake where many of her campers will be together again next summer. Miss Tuttle will retain her campsite as a summer home for herself.

Use Wildlife Poster Stamps

The National Wildlife Federation has made available sheets of stamps depicting animals, birds, trees, flowers and fish, beautifully lithographed in six colors, suitable for use as envelope stickers. These not only carry the spirit of the out-of-doors on camping letters but aid in public education for conservation of wildlife. They are admirably adapted for use by camp directors. They can also be used on cards for nature relays, etc. Sheets of 80 stickers cost \$1.00 and are obtainable from National Wildlife Federation, Investment Building, Washington, D.C.

Popular Lecturer to Visit Summer Camps.

John Ripley Forbes is extremely well qualified to present a thrilling and educational program. He was founder and first director of the Stamford for the 1937 MacMillan Arctic Expedition, Lecturer on Natural History subjects for the past year and at present a member of the staff of the Boston Children's Museum. Five years' leadership in Nature Lore at summer camps plus an outstanding record of leadership in Boy Scout work round out a series of unusual qualifications. For Lecture En-

gagements or further information write John Ripley Forbes, 60 Burroughs Street, Jamaica Plain, Massachusetts.

School of Equitation and Archery for Counselors.

The School of Equitation and the School of Archery will be conducted again this year at the Teelawooket Camp, at Roxbury, Vermont, June 21st to 27th inclusive. Both the schools are of years' standing and have enjoyed the confidence of hundreds of camp directors. They are designed to train teachers and counselors for schools and camps. C. A. Roys is director of the faculty for each school. Those who are interested can obtain information from the Teelawooket Camp, 18 Ordway Road, Wellesley Hills, Massachusetts.

Pacific Section Elects

The Pacific Camping Association has reelected John C. Neubauer of the San Francisco Boys' Club as president for a second term. The following vice presidents have been named: Harold Wagner, (So. Calif.); John Titsworth, (No. Calif.); Harriet Diveley, (Washington); R. R. Ruddiman, (Inland Empire); Grace Lowers, (Oregon). Captain S. L. Kelso will continue as Secretary-Treasurer.

The A.C.A. staff had the pleasure of entertaining Mr. Neubauer on May 12 in the Ann Arbor offices. Mr. Neubauer, Dr. Charles A. Wilson and Dr. Allen discussed 1940 Convention arrangements during the visit of the Pacific Camping Association's president.

The POW WOW, a monthly bulletin on camping published by the Pacific Camping Association, has made its initial appearance. Much credit for the fine looking bulletin and for the excellent content is due Miss Carol Levene, Editor.

A most complete and comprehensive form of blanket liability insurance covering summer camp operations is reported by the Insurance Committee of P.C.A. Complete details are presented in the POW WOW.

Many camp people throughout the country are rehearsing that good old tune, "California, Here We Come" in anticipation of the 1940 Convention. Read your CAMPING MAGAZINE for complete details.

Leisure-Time Educators Study Camping

The Southwide Conference of Leisure-Time Educators which took place in a camp near Nashville, Tennessee, during the week of May 8th, concentrated its attention largely on organized camping. Dr. Bernard S. Mason led the camping discussions, and Edwin Hoffman of Berea College was in charge of the nature lore.

Gibson's New "Camp Management" Published

H. W. Gibson's new and completely revised edition of *Camp Management* will be published in time for the opening of the camping season. It is available from Greenberg: Publisher, and shipment will be made before late in June. The price is \$5.00.

Camp Institute At Pittsburgh

Over two-hundred persons were enrolled in the six-weeks in-camp training course for camp counselors recently brought to a conclusion in Pittsburgh. The Allegheny Section announces a Camp Institute for June 9, 10 and 11 at Camp Laurel Ridge for further intensive training, at which an enrollment of one hundred and fifty is anticipated. The theme of the institute is "Camping As a Gateway To Democracy."

University of Pittsburgh Offers Pre-Camp Course for Counselors.

A three-weeks' intensive course for camp counselors, June 12 to 30, is offered by the University of Pittsburgh at Camp Pitt, 70 miles from the campus. In addition to general counseling, instruction is given in all camp activities, and in administration and group work for executives. Dr. John Dambach, head of the Physical Education Department, will direct the camp and outstanding members of the University faculty constitute the staff. Information can be obtained by writing the University.

Philadelphia Institute

A strong program featured the Weekend Camp Institute at Philadelphia, May 13 and 14. Charles Frasher gave two of the general session lectures, and the other two were delivered by Dr. Frederick Allen of the Child Guidance Clinic and Russell McGrath. Dr. Robert A. Mathews spoke to the directors' session. There were shirt-sleeve sessions for directors, counselors' sections, and workshops on Nature, Handicraft and Woodcraft.

Y.M.C.A. Camping Commission

The National Council of the Young Men's Christian Associations of America has announced the following members of their newly created Camping Commission: Messrs. John A. Ledlie, Chairman, H. F. Armhein, J. R. Bingham, Ward Gray, C. Rockwell Hatch, W. Petherbridge, Ernest Roberts, Harold E. Wands. It is of interest to note that the majority of these men are active members of the American Camping Association.

Camp Counselors' Training Center

Springfield College is offering its unique counselor training course as a service to the camping movement. Sponsored by the New England Section of the American Camping Association, this course is intended for teachers, college students, and other qualified persons interested in camping who desire a combined theoretical and practical knowledge and experience. The course at Springfield College is maintained from June 27 to July 29. Upon satisfactory completion of the course, students will be recommended for placement during August to camp directors who have agreed to accept counselors-in-training. These camp directors will provide maintenance and supervise the counselors who will thus secure additional experience and so qualify for salaried positions. For further details write Professor G. B. Affleck, Springfield College, Springfield, Massachusetts.

Mashed Potato Shreds

Without peeling, cooking, or mashing, and in only five minutes, Mashed Potato *Shreds*, a product of the Potato Corporation of Idaho (612 N. Michigan Ave., Chicago) will make a mashed potato as delicious, white and smooth as your camp cook can make. *Shreds* keep indefinitely; they are compact, simple and economical. While their preparation is simple, it is essential that the directions for preparing should be followed carefully. If this is done, results will be perfect.

As you know, potatoes become spongy and sprout during warm weather; they yield an inferior quality and quantity of mashed potato. Color and flavor are not so good. Waste increases. But *Shreds*, made in Idaho only during the colder season, are always uniform in quality and quantity.

Instead of storing bulky bags of potatoes, you store a pure, concentrated, compact product that has no waste, requires no cooking or peeling, is fast, convenient and simple to prepare, and best of all, makes a mashed potato that is delicious and will certainly be a popular and wholesome item on your menus. Try *Shreds* this summer in your camp!

Fuller Private Camp Service

This Service with offices at 53 Wentworth Road, Melrose, Massachusetts, is operating its counselor division as a service to private camps. The registrations include experienced teachers, counselors and students. Each has been personally interviewed; only those that can be recommended are registered. The names, addresses and short biographies of the registrants will be furnished to any private camp director upon request. Private camp directors are welcome, without obligation, to the discriminating selection of counselors in the Fuller Private Camp Service.

Large Meeting in Montreal

The Canadian Camping Association presented Dr. Bernard S. Mason in a public lecture in the auditorium of McGill University in Montreal on Wednesday, May 17th. The large audience was composed of directors, counselors, parents, and interested people from the general public.

First Annual Mid-West Institute of Camping

This first institute will be sponsored by the Boy Scouts of America from June 12-18 at Camp Cedar Point, Cedar Valley Council, Fairmont, Minnesota. It will provide intensive training for camp directors, Scout Executives and all council camp employees; for waterfront directors and instructors; and for camp leaders and Scouters who will serve as camp training course directors and members of council camp committees. Fred Mills and Wes Klusmann of the National B.S.A. office will be the course directors. For further information, write to the Registrar, Earl Moore, Boy Scouts of America, Lincoln, Nebraska.

Kansas City Camp Institute

The Fourth Annual Summer Camp Institute sponsored by the Kansas City (Mo.) Council of Social Agencies, Inc., through the Kansas City Council of Camp Fire Girls was held at Camp No. 1, Federal Recreation Demonstration Area, Knobnoster, Mo., May 12-15. Charles E. Hendry and Roy Sorenson were on the Institute program. Arch S. Davis of Kansas City was the Registrar for the Institute.

Personnel Referral Service

SECRETARY. In boys' or girls' camp. Female. Knowledge of dietetics. Could act as general assistant to Director of girls' camp. Long experience in private schools. American. Presbyterian. Address Box 985, CAMPING MAGAZINE, Ann Arbor, Michigan.

COUNSELOR. In girls' or co-ed camp. Tennis instructor, assistant in directing sports, or music counselor. A.B. degree with major in sociology. Four years' camper experience; two years' counselor experience. Age 21, Catholic. Address Evarita M. Flaherty, Mercyhurst College, Erie, Pennsylvania.

DANCE COUNSELOR: In girls' camp. Third year dance major, University of Wisconsin. Interested in combining dance with postural training for girls. Can teach swimming, tennis, boating. Proficient in massage. Age 20. Box Number 728, THE CAMPING MAGAZINE, Ann Arbor, Michigan.

PHYSICIAN. Male, resident physician. Pediatrics experience. Desires position as camp doctor. Write Box 983, CAMPING MAGAZINE, Ann Arbor, Mich.

COUNSELOR. In girls' camp. Senior in college; age twenty-one; two years' experience; qualified to teach music and dramatics, horseback riding and campcraft; Senior Life Saving Certificate. Address Helen Price, 110 E. Lafayette St., West Chester, Pennsylvania.

ASSISTANT CAMP DIRECTOR. Boys' and girls' camp. Three years' experience director-dietitian of health camp. Age, twenty-five. Bachelor of Science in Home Economics. One year's teaching experience. At present, doing educational work with young children. Address Box 984, CAMPING MAGAZINE, Ann Arbor, Michigan.

WATERFRONT DIRECTOR—Experienced man (pool 10 years, summer 3 years) Red Cross Examiner. 34 years old. A.B., M.A.—20 hours on D.P.H. Author of SWIMMING TIPS—BADMINTON and numerous articles. Can teach swimming, diving, life saving, badminton, tennis, basketball, baseball and sports. Camp may use my motion picture and still picture equipment for educational pictures. Carl H. Jackson, 16801 Parkside, Detroit, Michigan.

Graduate Study

(Continued from Page 17)

and studies of delinquency; Dr. Charles A. Wilson, Director of the Merrill-Palmer Summer Camp; and Dr. Howard Y. McClusky, educational psychologist of the University of Michigan School of Education and member of the Michigan committee for the study of youth problems.

One would expect that the program would appeal particularly to majors in the field of Health and Physical Education, such was not the case. Of the forty men, only nine were majors in Physical Education, seven were interested in Personnel and Guidance, six favored Sociology and the remaining eighteen were scattered through Geography, History, English, Mathematics, Zoology, Industrial Arts and Secondary School Administration.

The fine cooperation of the Camp Administration and the expressed satisfaction of the first summer's students have encouraged the University of Michigan to continue the experiment for the summer session of 1939. In order to attract the most outstanding of last year's students and to widen the curriculum, several new courses will be presented in addition to

the two above mentioned. The Camp as an Educational Agency, a course designed for those who teach courses in camping and for school administrators, will have as its laboratory the many camps in the Southern Michigan Area. Honors Reading Courses and Seminar Courses in Research may be arranged with members of the Summer Session Faculty at the University in Ann Arbor. The camp-course curriculum is considered as an experiment, the future ramifications of which will depend upon the vision of the instructors and coordinating committee and upon the ability of the students to assimilate and benefit from research in a non-academic environment.

Favorite Recipes

(Continued from Page 15)

Brown Betty

Line a baking dish with thin slices of bread. Cut four to six apples in thin slices, and alternate layers of apples and bread crumbs. Sprinkle over each layer of apples a mixture of one teaspoonful of cinnamon with three-quarters of a cup of sugar. Pour over enough milk or water to come almost to the top of the ingredients, and dot with butter. A beaten egg is a desirable but not an essential addition.

The Fire and the Hole

Dig a hole a foot deeper and a foot wider than the space that the two dishes will occupy when placed one on top the other. Fill the hole with tinder and kindling and pile good firewood on top of the hole in criss-cross fashion. Be liberal with the wood. When a sufficient bed of coals is formed, shovel out all but a six-inch layer. Work rapidly, putting the ham and potatoes in first, and then on top of that, the Betty. Pack the dishes completely with coals and cover the top with earth. In

LORNE W. BARCLAY—

Roast Pig, Emoo Style

Dig hole about three feet square by three feet deep (for 30 people). Gather sufficient

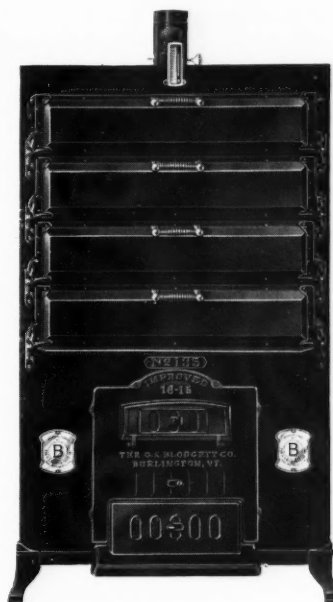
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stones to half fill the hole (porous if possible), running in size from that of a baseball to the size of one's head. The majority of the stones should be of the smaller size. You should put in enough to line the hole. Then place tinder and kindling in the bottom of the hole and lay in criss-cross layers a three-foot pile of firewood with stones in through the wood. If good hard wood two or three inches thick is used it will burn down in about an hour and a half. Be sure to have sufficient wood on top of the stones so that the stones will become almost red hot; these are the secret of a good "emoo."

Now proceed very rapidly as follows:

1. Take out from the hole and blazing embers and leave a hollow space in the center of the stones, but be sure that there will be hot stones around all of the food.

2. Cover the stones with about three bushel of sweet leaves such as basswood, sweet birch, sweet gum, wild grape, maple, sassafras. Vegetable tops, such as beets, celery, rhubarb, lettuce, are even better than leaves. Avoid leaves from nut-bearing trees, most of which are bitter.

3. Put the small pig or the fish on the top of the leaves in the center of the hole, and place sweet potatoes or any other vegetable around it.

4. Cover all of this carefully with three more bushel of leaves.

5. Spread a large piece of wet canvas or burlap over the hole so that it extends out about three feet on either side of the hole and cover the canvas completely with earth.

6. At the expiration of $2\frac{1}{2}$ hours the dinner should be thoroughly cooked.

In uncovering the hole, first take off the earth, then the burlap, then the leaves, and you will find your food cooked to the Queen's taste and ready to serve.

Riding Games

(Continued from Page 13)

as Musical Chairs except that stalls instead of stools are used. The stalls are marked out in the center of the ring by means of thin boards about two inches wide. The horse must enter the open end of the stall. When a rider has no stall for his horse he is eliminated.

6. *Balloon Game*.—Each rider has a balloon tied to his upper left arm. The object is for each person to save his own balloon and break his opponents' balloons by squeezing them. When a rider's balloon breaks he is eliminated. The last person left is the winner. This may also be played as a team game. When a rider's balloon is broken he may remain in the game and protect his team-mates who still have their balloons, and break the balloons of the opposing team. When it is played this way, the riding is much faster and harder so participation should be restricted to advanced riders.

7. *Potato Race*.—Each contestant is mounted at the starting line and has a slender pole about four feet in length with a nail in one end of it. There are four potatoes on the ground beside each rider. There is a pail opposite each rider at the other end of the ring. On the starting signal, the rider must spear one potato, ride to the pail, put the potato in it and return to the starting line for the next potato. The first one to have all his potatoes in the pail, and be back at the starting line wins. The potatoes

must be picked up and carried on the improvised spear. If a rider knocks his pail over he must dismount, set it up, mount, and put the potatoes back by spearing them.

8. *Potato Relay*.—There are four members on each team and each person should have a potato. At the other end of the ring from the starting line is a pail for each team. The first rider of each team is mounted at the starting line with a potato in her right hand. On the starting signal, she rides to her team's pail, drops the potato into it, and returns to the starting line. The next team-mate does the same thing. The first team finished wins. Team members may help each other mount as long as they stay behind the starting line. A rider must hold his potato in his hand. If the potato does not drop into the pail or the pail is knocked over the rider must dismount and set things straight.

9. *Sack Race*.—There are four members on each team. Opposite each team, at the other end of the ring, there is a burlap feed-bag. Beside each bag is a person who will hold the horse for that team. At the signal to start the first member of each team rides to the bag, dismounts, puts both feet into the bag, hops to the starting line, and gives the bag to the next person on his team. The second person hops to the horse, leaves the bag, mounts, and rides to the starting line. This continues until the team is finished. The first team through wins.

10. *Bridling and Saddling Race*.—In pairs the horses should have halters on under their bridles. The first member of each pair is mounted at the starting line. He rides to the opposite end of the ring where there should be a halter rope for each horse. To avoid any chance of horses getting loose, there should be a person on foot to hold each horse. The rider dismounts, snaps on the halter rope, gives the end of it to the person who is to hold his horse. Next he takes off the bridle and the saddle. He then leads his horse back to his partner at the starting line. The second person leads the horse to the saddle and bridle, gives the end of the rope to the person who is to hold the horse, and saddles and bridles the horse. The first pair finished, with everything done correctly, wins.

The number of riders in each game will always vary according to the size of the riding ring. This is not an exhaustive list, by any means, but only a description of a few of the types of games that may be used. Instructors will find that there are almost limitless variations, especially in the relay type. The speed at which games are played depends on the ability of the riders. For example, beginners have a great deal of fun and improve their control, mounting, and dismounting by playing Musical Chairs at a walk.

Camp Accidents

(Continued from Page 12)

occurred, were used. These camps totaled 164. In many instances the forms were supplemented with folders and other descriptive literature, 32 additional camps furnished basic reports which were not used during the study because of the reason mentioned above. The basic reports were classified in two groups:

1. Those from camps which reported accidents—a total of 98 camps.
2. Those from camps which definitely reported no accidents—a total of 66.

This classification was used in order to reveal how the one group might differ from the other because of difference in exposure, location, type of program, degree of supervision, etc.

Interpretations of Data Collected.—1. The majority of the camps participating in the study were of the lake and mountain types—these two site factors apparently did not influence the incidence of accidents measurably. Camps of the waterfront category, that is, with swimming and boating facilities, fell largely within the no-accident group.

2. The type of sponsoring of a camp does not influence the number of accidents.

3. Apparently the type of program does have some effect on accident incidence. Woodcraft, hiking and swimming are part of the program of about a third of each camp group. Riding, however, is part of the program of 29% of the accident group compared to 16% of the non-accident group and this activity was also the cause of 3% of the accidents reported. Handicraft shows a greater representation in the accident group of camps, as well as being responsible for about a fifth of the accidents. These facts would seem to indicate the need of close supervision of these two activities. Although sailing is more predominant in the camps reporting accidents, no accidents occurred in that activity.

4. The study revealed that there were 41 accidents for each 1000 camper weeks.

5. Incidence of accidents:

- 34 camps reported one accident each during the season.
- 19 camps reported two accidents each during the season.
- 66 camps reported no accidents during the season.

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209 camps reported three to nineteen accidents each during the season.

6. The greater number of accidents occurred in the age groups, 12 to 14. Seventy per cent of the male accidents occurred in the 10-18 year age groups. Fifty-two per cent of the female accidents occurred in the 10-18 year age groups. Females of all age groups are prone to camp accidents while boys between 10-18 years require close supervision as a means of accident prevention; both males and females of approximately fourteen years of age require close supervision.

7. Eleven per cent of the accidents occurred at 10 a.m.; nine per cent occurred at 3 p.m. These peaks are due possibly to an active program at these two periods and perhaps to some extent to the beginning of fatigue. While only 3% of the male accidents occurred after 9 p.m., 12% of the female accidents were reported for the same period. A number of the latter were caused by lack of light.

8. The greatest number of accidents happened on the camper's first day at camp. Thirty-seven per cent of the accidents occurred to campers during their first week in camp; twenty per cent during their second week.

9. Twenty-one per cent of the injured had no previous camp experience. Fourteen per cent had one season's experience; fifteen per cent had two seasons' experience. Camp directors would do well not to assume too much in the way of capabilities of campers with two or three seasons' experience, particularly those in the age group, 12-15 years.

10. Injuries occurred predominately to the upper and lower extremities of the body as indicated by the following percentages:

Lower extremities (legs, ankles, feet)	44%
Upper extremities (arms and hands)	33%
Head and neck	15%
Trunk	8%

Seventeen per cent of the injuries occurred to the fingers while half of the finger injuries were within the 10-14 age groups. The finger injuries comprised 21% of the female accidents and 14% of the male accidents.

Females suffered twice as many ankle injuries as males; while the reverse was true in regard to foot injuries.

11. Types of injuries:

Wounds (lacerations, incisions)	50% plus
Fractures	13%
Sprains	12%

12. Twenty-two per cent of the accidents caused from 1-7 days' disability. Three per cent of the accidents caused from 21-25 days' disability. Three per cent of the accidents caused from 26-30 days' disability.

13. Fifty per cent of the accidents occurred within the camp ground area. Twenty-five per cent of the accidents occurred within the camp buildings, including tents.

A large percentage of the accidents occurring within the camp grounds occurred on the play field; a goodly number of accidents within the camp buildings were in the craft shop (especially in the 10-13 year age group). The mess hall was found to be quite a hazardous area.

14. Types of activities in relation to accidents:

33 $\frac{1}{3}$ % of the accidents involved movements of campers about the various areas.

10% of the accidents occurred while going to or from activities.

11% of the accidents occurred during games.

20% of the accidents occurred while using tools.

15. *Causes of Accidents.* Aside from the usual accidents due to slipping and tripping,

Camp Recipe

A bowl of clear water, hill-rimmed and blue,
Sprinkle with sunshine, diffused through and through;

Flavoring—from miles of evergreen trees,
Stir all together with clean North-land breeze.
Add the flash of white wings, the dash of a brook,
Or a slow-dropping stream from a fern-hidden nook.

Now, separate children from all kith and kin
Add fun and much singing, and spread on a grin.
Place them in cabins where each has a friend,
Provide them with Beauty, some leisure to spend.
Season with crafts, with sailing and trips,
With riding and tennis, canoeing and dips.
Toast by a fire, or bake in the sun
Until every camper is *perfectly* done.
Keep them in safety eight weeks—or till brown,
Then they'll be ready to serve back in town.

—MARY S. EDGAR.

there are a few outstanding camp accident causes which can be eliminated, at least partially. Contacting or stepping on sharp objects caused 10% of the injuries, a number being due to stepping on nails, as well as the numerous cuts while bathing. Lack of skill on the camper's part accounted for 13% of the accidents and about 10% was due to the improper use of tools.

16. Lack of skill, improper use of tools, rough terrain are involved in many types of camp accidents.

17. Twenty-five accidents during the season were traceable to lack of light. The need for a flashlight for each camper is generally recognized.

Suggestions.—Based upon this study it is suggested that the data obtained is of sufficient interest, although not wholly complete, to indicate the possible value of continuing an accident reporting and analysis plan by the American Camping Association. If such a plan is continued, the following points are offered for consideration:

1. That a definition of "accident" be developed for use by the reporting camps.

2. That means be provided for obtaining exposure figures including average number of weeks of camp, exposure by type of activity, etc.

3. That information be obtained regarding the number of camp counselors, their ages as well as their experience, to aid in a determination of the effect of proper supervision on accident occurrence.

Camera Campers

(Continued from Page 6)

supplies sufficient information to the parents so that they may join in their daughter's hobby.

In addition to understanding dark-room procedure, the older group can be interested in composition. I have found that the most successful method of introducing the subject is to hang good and bad pictures before class, listen to the comments of the campers as they gather for the meeting, and use their own comments to introduce the subject. Numerous examples of good composition, illustrated by the popular types of camp snapshots—trees, groups, nature specimens, buildings, sunset and water pictures—placed where they may be referred to frequently, help youngsters to get the "feel" of a good picture. If a professional photographer takes group pictures of the campers for post cards, an excellent object lesson is presented. Frequently the outsider is willing to show hobbyists his camera, and give a short talk to the group, particularly if he is bribed with an excellent lunch. The professional's visit gives an opportunity to explain the use of cut films and plates to campers. The outsider's results will be subject to harsh criticism by camera-conscious children.

The photography counselor must plan her program so that rainy days are full of interest, too. Frequently bad weather may be utilized to demonstrate dark-room procedure and the use of accessory equipment such as the tripod, the taking of silhouette pictures, and for the making of posters. Timing contests and distance judging contests interest campers. Frequently the youngest child has the best sense of time; a contest may lead to challenges and games outside the hobby hour. A photographic "spelling bee" with questions covering use of the camera, parts of the camera, its care, and how to choose a new camera, instead of words to spell, amuses the campers and permits the counselor to check her own teaching methods. Learning to read exposure guides and interpreting booklets that are provided with cameras are good rainy-day subjects.

In addition to class work and the details of finishing, the camera counselor will find she is conducting a clinic for all camera owners in camp, from the director to the smallest camera owner, "and their sisters and their cousins and their aunts." As she extracts a jammed spool

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for a life saver, glues parts which have succumbed to the dampness of tent life for a dietitian, or reverses a film inserted backward by a ten-year-old, the photographer has the opportunity to slip in a word about the care of a camera and the insertion and removal of films in the particular camera. A cartoon on the bulletin board or a cleverly worded advertisement in the camp paper for a careful camper who will prevent "rheumatism in the joints" by keeping her camera dry; who will not leave it to "sun burn" in hot sunlight, or "choke" it by getting sand into it on the beach, or give it "indigestion" by taking a time exposure of the sun on the dial at noon, will often have a far-reaching effect.

One of the primary qualifications for a counselor is versatility; photography coordinates with all manner of camp hobbies. Discussion of the techniques of mountain photography may precede the hike of a privileged group to Mount Greylock; successful pictures of the trip may in turn present incentive for others to qualify for the hiking group. Likewise nature study and photography go hand in hand, particularly where conservation is emphasized and rare flowers must be left growing for others to see. Etiquette toward the three-year-old daughter of a staff member may be taught by way of discussing how to take a good picture of her; a picture of a slouching camper may make her posture conscious; a girl who stays by herself may be interested in group activity by way of taking pictures of meets and contests. Essentially we aim, however, to make camera owners picture conscious, to avoid endless frittering away of film, and to "make every picture a good one"—a worthy aim for the best of us.

Stars of the Camp Drama

(Continued from Page 7)

redients, the rooster formed would do credit to any weather-vane.

To those who like a bite to eat before retiring we offer a huge slice of pie formed by the curving line of the last five stars in the Big Dipper, with Cor Caroli as the tip. Of course a cup of milk would be fine with the pie and that is easily obtained from the near-by Milky Way in our celestial supper. The sports enthusiasts have their baseball diamond formed by Spica, Denebola, Cor Caroli and Arcturus. The pitcher's box is a little out of line, but watch those meteors whiz over home-plate! These and a host of other little constellations the boys have invented, which they point out to their friends with as much pride as in exhibiting their articles of handicraft.

Cloudy nights are hard on the Star Lore program—especially if something special has been planned for the entire camp. However this problem may be solved easily. To prepare for this emergency get eight or ten boys together, each with a flash light. Place them in positions so that, as seen from the lodge where the program is to be held, they form a definite pattern. Each boy is given a signal by which he is to know when to turn on his light, and then, with a little practice before hand, lo and behold, at the proper moment there appears on the camp grounds the Dipper or the Archer, winking off to appear later as the Cross or the Crown. Just as in the real thing, occasionally an unexpected meteor will dart across the field or a planet will wander in to change the shape of the constellation.

Star Lore has its influence in other features of the camp program. The interesting legends of the constellations are fine when told around the camp fire, the Indian legends being particularly appropriate. Often one finds that a boy, in designing a piece of craft work, has included in it some pattern derived from a star group that has caught his fancy. Many a boy receives his first real acquaintance with the stars during his camping days, and, though he may forget their names, the constellations will always be within his sight as perpetual nightly remedies of those glorious days of his camperhood.

Rain

(Continued from Page 9)

If, after a busy day, it begins to rain in the early evening, we have found quiet activities are most satisfactory. A poetry evening, or a story evening or a program of music seems to fit the occasion. Small groups at these quieter evening sars are more enjoyable than the whole camp together and some provision should be made for more strenuous activity for those campers whom we always have with us, who never, never tire!

Rainy days are fun: At camps where the Director has a Treasure Chest of all sorts of weird and wonderful (but definitely priceless) things which can be used on all sorts of sudden occasions—things such as lollipops and cardboard medals, balloons, guessing games, prize cups of best tin, Japanese lanterns, many colored candles and curios from here and there—rainy days become festivals and festivals are the best days of all. In addition to such a treasure chest there must be counselors containing an unlimited supply of bright ideas and who are deeply convinced of the great truth that the secret of a rainy day being a success in camp lies in keeping dry and having bright ideas.

Fishing

(Continued from Page 11)

interest in fly and bait-casting tournaments for accuracy and distance, both among children and adults.

You'll need bait, so secure an old wooden washtub or box, fill it with damp moss, and then take each class on a worm-digging expedition. The wise director will offer suggestions as to where to dig, or rather, where not to dig, as the camp is apt to be completely overturned by the campers in their quest for bait.

The first class for *beginners* is scheduled so that there is no conflict with the swimming or boating classes because we want to make use of the camp pier or dock. Eight campers arrive with rods in cases, reels, line and two hooks stuck in a cork (they have been notified by bulletin board regarding the hooks and have all secured a cork available through the fishing counselor). The first step is to assemble the

rod. Demonstrating the correct method by first rubbing the ferrules behind ear or wipe on a very light coat of oil, and be sure that the guides are in alignment before seating the joints. Attach the reel and thread the line through the guides, stripping off just enough through the tip guide to equal the rod length.

Now space the fishermen so that they are a rod-length apart and insist that they be seated. Before attaching the hook and bait, the technique of hooking the fish should be taught. This is most important because the beginner, at the first sign of a bit, yanks the rod with both hands and if the fish has been hooked is apt to be thrown into the next county. This also bears out the necessity of spacing the campers because serious injury may result if campers are allowed to be walking around the dock in search of a more fruitful fishing area. Hooking technique should be simple and yet effective—with rods extended in front of them allow them to practice drawing a "U" with the rod tip, a technique that will serve them in good stead when they graduate to fly fishing. When all have demonstrated their ability to master this, attach his own hook, using a figure-of-eight knot (to carry over to fly fishing) and bait the hook. No sinker is attached as the added weight is only a temptation to throw out more line than is needed.

If the water level is some distance below the dock have a pail of fresh water handy to use for wetting the hands in liberating the fish.

When the first fish is caught everyone retrieves his line, protects his hook, and watches the counselor demonstrate the correct method of holding and liberating the fish. At this time the use of the disgorger may also be demonstrated. This is the time to develop the true angles by liberating all fish except an occasional "he" one which we may save for plaster casting described later.

As ability develops in the beginner we may now feel safe to start him still fishing from a boat. One in the bow and stern with a counselor handling the oars is the proper arrangement. Instruction and practice in trolling may also be done at this time while traveling to and from the fishing area.

For the more advanced group we may now begin instruction in bait casting. In this advanced group the camp can aid materially by having available good rods, reels, and lines for

those boys who may not have the right equipment. Good tackle is essential for teaching and developing proper bait-casting fundamentals.

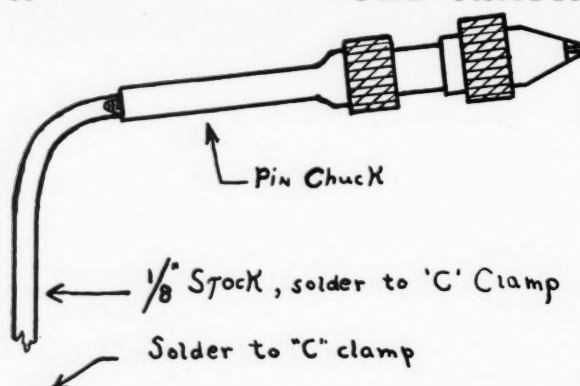
As the thumbing of the spool of the reel in overhand casting is the most difficult to learn, the beginning bait casters, after having been properly spaced and having attached a tournament plug of their own manufacture to the line, are allowed to practice the "side winder" style to become familiar with the knack of thumbing. Only after this technique has been mastered should we start with the overhand cast. Experts in bait casting have written volumes on overhead fundamentals so that anything we say here would be superfluous. Interest among the campers will soon be in evidence in developing accuracy. Old inner tubes or bicycle tires placed at varying distances afford fine targets.

If bass are present in the lake or pond, and the campers have demonstrated their ability to handle the tackle efficiently, they may now put their training into actual fishing practice. Most bass plugs are equipped with three sets of triple hooks. In the interest of sportsmanship and safety, two of these are removed. The remodeled plug is attached to the snap swivel, one boy is placed in bow of the boat and one in the stern, the counselor rows and prays for a "strike."

Side-arm casting should be discouraged while fishing from the boat. There are times of course when this is necessary and only then should it be permitted and under proper supervision. Clinical evidence has proven that the average counselor's ear makes a very poor lure.

In respect to fly fishing the camper's own equipment is invariably unsatisfactory. This is particularly true of the line which is usually of the braided cotton variety, or if of the enamelled type, is seldom the right weight. The camp should be prepared to meet such an emergency and have suitable equipment available for the camper. The rod should have plenty of "backbone" and be from 8½ to 9 feet in length, weighing between five and six ounces. The level mill end line should be size E or D. The reel, as previously stated, should be of the inexpensive type as it is only used to hold the line.

Many angling authorities concede the fly-casting is quite simple in its principles, and is much easier to learn than bait casting. If this is true, why not teach it first? The reason rests



VICE

in the fact that the average camper's equipment consists of the shot rod and the level-wind reel. Then, too, until interest develops in advance technique, the majority of campers like to use their own tackle.

The best method of teaching fly casting is by demonstration and individual instruction. The crying fault among beginners is the disregard of the pause on the back cast. By having them watch the line straighten out on the back cast and wait for the pull of the line this important fundamental is soon mastered. From then on the old inner tube or bicycle tire as accuracy targets and a light knotted rope (a knot every 5 feet) as a means of measuring distances, will keep the campers interested for hours at a time.

As technique develops the class may now attach a fly suitable for taking pan fish. Some fish may have been "bumping" the hookless fly in practice casting so that all are now interested in actually fishing with a fly. Once a fish is caught on a fly they will not want to fish with anything else—that is, until someone catches a larger one with worms!

The creative aspect of camp fishing, the making of artificial lures and the plaster casting of fish, is one of the most popular camp activities, and one of the greatest headaches to the counselor. There seems to be an insatiable desire on the part of the campers to tie a creation of all the highly-colored feathers available and to be up to their elbows in hardening plaster of paris!

The fly-tying equipment, expensive when purchased, can be made by the campers. A small pin chuck, a 5-&-10-cent store "C" clamp, and a short piece $\frac{1}{8}$ inch round stock will make a fine 85c substitute for a five dollar fly-tying vise (see illustration). A piece of ordinary coat hanger wire can be twisted to make

an efficient hackle plier. All that needs to be purchased is an assortment of feathers, a few pairs of small scissors, hooks, wax, silk thread and a good book of instruction on fly-tying.

Each camper should be given the opportunity to make a plaster cast of his best summer's catch. The fish is bedded in sand to half its thickness. The fins are spread out and held in position by pins pushed through the fins and into the sand. All sand is brushed off the exposed surface of the fish and over it is poured a rather thick mixture of plaster of paris and water. When the cast is thoroughly dry (about 30 minutes) the fish is carefully removed and we have a negative mold of the fish. Allow this mold to dry thoroughly and then apply a fine film of grease or olive oil to the molded surface. Fill this mold with plaster of paris of the same consistency as previously used and before the plaster sets imbed a small loop of string as a means of hanging the completed casting. After 24 hours, remove the negative cast by carefully cracking it with light taps and the camper has a life-like reproduction of his best catch of the camp season. The completed model may be given a coat of shellac or tinted with oils to resemble the natural coloring of the fish.

To date, practically nothing, from the Camp Director's viewpoint, has been written on fishing as a camp activity, so that anything I might write is based on my own opinion and experience and is open to criticism and suggestion.

The philosophy behind any camp activities program should be to build up a repertoire of wholesome interests which will aid in the rightful occupation of leisure time for later life. Physical education programs in some colleges, along with camps, are now seeing the light and stressing such social sports as golf, tennis, archery, swimming, badminton, and fishing. Fishing holds greater recreational possibilities as camp activities than we are willing to admit.

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